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| <b>ABSTRACT</b><br>Beginning with bibliographies, surveys, and other general works, this 225-item annotated bibliography on professional continuing education covers the following areas: engineering and technical education; chemistry and clinical psychology; medicine and health (including psychiatry); inservice education and retraining for lawyers, law enforcement officers, and military personnel; educational needs and programs for the clergy; academic and other forms of education for public administrators; the training of military and civilian personnel in the armed forces; and social worker education through group experience and other means. Notes on ERIC document availability, a list of publications of the ERIC Clearinghouse on Adult Education, and instructions for ordering documents through the ERIC Document Reproduction Service. (ly) |   |            |  |

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CLEARINGHOUSE ON ADULT EDUCATION

Continuing Education in the Professions

Current Information Sources No. 24  
September 1969

AA 000420



CLEARINGHOUSE ON ADULT EDUCATION

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ROGER DeCROW, DIRECTOR

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## A B S T R A C T

Beginning with bibliographies, surveys, and other general works, this 225 item annotated bibliography on professional continuing education covers the following areas: engineering and technical education; chemistry and clinical psychology; medicine and health (including psychiatry); inservice education and retraining for teachers, administrators, and other educational personnel; legal education for lawyers, law enforcers, and military personnel; educational needs and programs in the clergy; academic and other forms of education for public administrators; the training of military and civilian personnel in the armed forces; and social worker education through group experience and other means. Notes on ERIC document availability, a list of ERIC/AE publications, and instructions for ordering documents through EDRS are also included.

September 1969

## PREFACE

These abstracts represent documents entering the ERIC Clearinghouse on Adult Education during the past two years dealing with the continuing education in the professions. Many of these have been announced in Research in Education (RIE), the monthly catalog of the Educational Resources Information Center (ERIC) of the U.S. Office of Education (available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, \$21.00 per year domestic, \$26.25 outside of the U.S.). Some of these documents have been cited in the new companion catalog to RIE--Current Index to Journals in Education--published by CCM Information Corporation, 909 Third Avenue, New York, New York 10022 (subscription for 12 issues \$34.00).

Many documents listed here may be purchased from the ERIC Document Reproduction Service. A note on the availability of documents and an EDRS order form are found at the end of this publication.

Included under the rubric, Continuing Education in the Professions, are some general studies as well as those which are directed more specifically toward individual professions. Although we have attempted to sort the abstracts by individual professions, we recommend scanning the entire list for a more comprehensive search.

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## I. GENERAL: SCOPE, SURVEYS, BIBLIOGRAPHIES AND GENERAL WORKS

SCOPE OF CONTINUING EDUCATION. DeCrow, Roger. In *Continuing Education*; v2 n1 Jan 1969. 3p.

ABSTRACT. With the rapid proliferation of programs aimed at managers at every level, at scientific, technical, and professional personnel, it becomes difficult to find out what educational opportunities are available; however, the journal, *Continuing Education*, provides a listing of programs scheduled up to a year from publication date and the national information system, ERIC, disseminates educational research results and other resource information useful in developing programs. A 1962 survey revealed a million professional personnel (excluding teachers) engaged in formal or independent study related to professional development and the literature shows, since then, the increasing university involvement in professional continuing education, the sponsorship by government, business and industry, and research in program development. This literature is processed by the ERIC clearinghouses, particularly the ERIC Clearinghouse on Adult Education, listed in a monthly abstract journal, Research in Education, and available for sale in microfiche or hardcopy from the ERIC Document Reproduction Service. (AC 003 400)

A SYSTEMS APPROACH TO UPDATING PROFESSIONAL PERSONNEL. Cohen, David M. and Dubin, Samuel S. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969) Feb 1969. 12p. EDRS PRICE MF \$0.25, HC \$0.70.

ABSTRACT. Professional updating processes can be visualized as a system enabling both educators and professionals to enhance individual competence. The systems analysis model given here represents updating practices both pictorially and mathematically. Strengths of the model are: it incorporates educational, psychological, and motivational factors from a systems viewpoint; the mathematical model enables the determination of the most influential variables in the updating process; the model can be developed for both individuals and groups; and parameters of mathematical models can be estimated or determined with standard statistical procedures. Weaknesses are: the model is somewhat simplified and may not include all possible parameters; negative feedback is not recognized; the problem of statistical estimation of parameters is still unresolved; and the assumption that updating is a consistently nondecreasing process can be questioned. (Seven figures are included.) (ED 025 718)

CONTINUING EDUCATION IN THE PROFESSIONS. Current information sources No. 4. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Nov 1967. 12p. EDRS PRICE MF-\$0.09 HC-\$0.70.

ABSTRACT. An annotated bibliography contains 21 indexed entries, mostly with abstracts, on such aspects of professional continuing education as medicine, law, management development, theological education and pastoral counseling, vocational counseling, social work, and extension work, together with participation, motivation, educational needs, educational methods and media, and career opportunities for college trained women. (ED 014 026)

HIGHER ADULT EDUCATION. Current information sources No. 11. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Feb 1968. 28p. EDRS PRICE MF-\$0.25 HC-\$1.50

ABSTRACT. The annotated bibliography of recent (mostly 1966-1967) clearinghouse acquisitions in higher adult education are loosely arranged by general references, community types, student services, and particular program areas. General references include articles on evening colleges, continuing professional, community, extension, and military education. Leadership, community development, college community cooperation, and community services are among areas dealt with in the second grouping of citations. A section on student services covers adult dropouts, counseling, and student personnel services. Some program areas reported on are public health, university extension, group discussions, music education, labor unions, and adult mental ability. (ED 016 928)

CONTINUING EDUCATION. Data Bases, Philadelphia, Pennsylvania, 1968. Quarterly.

ABSTRACT. This quarterly digest is a supplement to World Meetings--United States and Canada, and provides information on short courses, seminars, workshops, and other offerings in selected fields of interest to technical and managerial personnel. Material is indexed by subject, location, and date. Reader service cards are included in order to obtain more detailed up to date information between Continuing Education issues. The digest is published in January, April, July, and October by Data Bases, Division of Pennsylvania Research Associates, Inc., 101 North 33 Street, Philadelphia, Pennsylvania, 19104. Yearly subscription is \$15.00 and single issues are \$4.50.

EDUCATION AND TRAINING FOR EFFECTIVE MANPOWER UTILIZATION; AN ANNOTATED BIBLIOGRAPHY ON EDUCATION AND TRAINING IN WORK ORGANIZATIONS. BIBLIOGRAPHY SERIES, 9. Mesics, Emil A. New York State Univ., Ithaca. School of Industrial and Labor Relations at Cornell Univ. Mar 1969. 165p. Available from Distribution Center, New York State School of Industrial and Labor Relations, Cornell Univ., Ithaca, N.Y. 14850 (\$2.50).

ABSTRACT. Designed as a ready reference source on training practices and theories in work organizations, this annotated bibliography cites 109 items on general aspects of training (including the historical development of training and the identification of needs), followed by eleven bibliographies and by over 600 other works on manual and clerical skill training, technician and engineering training, supervisory training in industrial and clerical settings, organizational planning and management development, specific training methods and techniques, audiovisual aids, manpower planning and development, the evaluation of training programs, and United States Manpower policy. An author index and a periodical and publisher index also appear.

(AC 004 565)

JOB HORIZONS FOR COLLEGE WOMEN (Revised edition). Terlin, Rose. U.S. Department of Labor. Women's Bureau. Bull. 288 Rev. 1967. 92p. Government Printing Office, Order No. 0-257-826, price 35¢.

ABSTRACT. Detailed information is provided on a variety of professions for women. Educational requirements, job opportunities and responsibilities, estimated salaries, and opportunities for advancement are discussed in such occupations as accountant, home economist, engineer, occupational therapist, nurse, scientist, real estate agent and broker, statistician, and medical technologist. Women are working in increasing numbers because of economic necessity or for their own personal satisfaction. They earn their highest incomes in occupations requiring above average educational preparation, and in fields with smaller numbers of women. Most professional workers are employed by educational institutions, government agencies, private industry, and nonprofit organizations. The importance of continuing education is stressed, as a graduate degree becomes increasingly important for professional advancement. Sources of fellowships and loans are listed. Tables and charts show data on degrees earned, occupations, and educational levels of working women.

CONTINUING EDUCATION INSTRUCTION VIA THE MASS MEDIA. Paper presented at the National Seminar on Adult Education Research (Chicago, Feb 11-13, 1968). Everly, Jack C. 11p. EDRS PRICE MF-\$0.25 HC-\$0.65.

**ABSTRACT.** Between January 1962 and July 1967, 164 institutions in 44 states offered, via mass media, 1,244 continuing education courses to 1,685,058 persons. Television was the most widely used medium, with most general subjects aired over commercial stations. When dialogue between participant and instructor was needed, the two-way radio conference was used. Of the printed media, magazines involved the largest group of participants. Teaching methods varied--individual methods dominated television courses, most radio courses used group methods, and newspapers, magazines, and direct mail were used in some group-structured efforts. Group instruction was best accomplished within an established organization which incorporated the course into its program. Communities sustained organized televised education only when consistent and extensive resources were allocated, as in the St. Louis Metroplex Assembly. The dominant purpose for continuing education via mass media was the acquisition of information, particularly through general education courses offered by universities. Participants favored professional or vocational-centered courses. Professional health science was engrossed in skill-oriented courses, while volunteer groups were interested in the application of knowledge. (ED 016 924)

**RESIDENTIAL PROGRAM DATA, A STATISTICAL DESCRIPTION. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO.** Devlin, Laurence E. and Litchfield, Ann. Chicago University Studies and Training Program in Continuing Education. 1967. 6p. CER-15.

**ABSTRACT.** In the Program Research Project of Residential Adult Education Centers, data were collected by questionnaire on 25 aspects of 1,196 staff-influenced activities conducted in 1966 at residential centers of ten universities. Data were grouped by number, length, and distribution of activities, nature of the activity, origin and sponsorship, role of the center staff, sources of instruction, and characteristics of participants. Most activities were first-time conferences with 50 to 75 participants, lasting for three days or less. Program content was usually professional or technical, at a level comparable to graduate study, designed to improve the occupational competence of participants. The largest number of activities was originated by an organization outside the university. The major contribution of the center staff was guiding the activity from planning to followup. Of the four sources of instruction identified, instruction by the faculty of the university at which the residential center is located was the most common. Participants were primarily male, between the ages of 36-55, college graduates, from the professional or technical occupational group. (The history of the Project and limitations of the study are included.) (AC 001 666)

THE UNIVERSITY EDUCATION OF MATURE STUDENTS; THE FIRST BIRKBECK CONFERENCE. Mackay, Alan L. In Universities Quarterly; v22 n2 p197-216. Mar 1968. 20p.

ABSTRACT. The first Birkbeck conference (Birkbeck College, University of London, July 20-22, 1967) had as its nominal purpose to survey the field of university education for mature students, assess the future prospects of colleges for mature students, and gather experiences as to the best means for such teaching. This conference was attended by several important figures in part-time higher education in North America, over 30 British educators, the governors of Birkbeck College, and many members of the Birkbeck academic staff. Panel discussions were held on characteristics and needs of adult students, differing patterns of part-time university education, problems of part-time professional and nonprofessional postgraduate study, managerial development for mature students, and administrative aspects of part-time education. Programs in the United States, Canada, and Great Britain, and a proposed program of professional continuing education in West Germany, were among the topics introduced.

(AC 002 937)

LIFELONG LEARNING; A SYMPOSIUM ON CONTINUING EDUCATION. Jessup, F.W., Ed. Available from Pergamon Press, Headington Hill Hall, Oxford, England. 1969. 178p.

ABSTRACT. Beginning with an assessment of the need for educational change in Great Britain, the papers in this anthology underline the relationship of continuous learning to both work and leisure. Consideration is given to the idea of life-long learning and its implications for British institutions of formal education; professional continuing education in the United States and Britain; changing tasks and requirements of industrial education; contributions of British broadcasting to continuing education; libraries and museums as educational resources; educational activities of voluntary associations; the educational responsibility of the public authorities; educational expenditures as a reflection of social and economic policy; and the problem of setting educational priorities in developing nations.

(AC 004 646)

UNIVERSITY ADULT EDUCATION. REPORT OF A CONFERENCE. (Bjopal, India, July 1965). Rajasthan University. Jaipur, Rajasthan (India). Indian Adult Education Association. New Delhi (India). 1965. 80p.

ABSTRACT. The responsibilities of universities for the education of adults are examined in the context of a four-fold scheme of education--academic education, occupational education, education for social responsibility and liberal education. (AC 000 263)

ADULT EDUCATION (SPECIAL ISSUE OF NAYA SHITSHAK, 8(2) Oct. 1965)  
Dept. of Education, Bikaner (Rajasthan, India) Oct. 1965. 170p.

ABSTRACT. Major sections are general education of the adult, literacy programmes and problems and notes, reports, and bibliography.  
(AC 000 190)

L'EDUCATION DES ADULTES ET LES PROBLEMES DE MAIN-D'OEUVRE (ADULT EDUCATION AND MANPOWER PROBLEMS). LES CAHIERS DE L'I.C.E.A., 6-7 Inst. Canadien de l'Education des Adultes, Montreal (Quebec). Available from L'Institut Canadien de l'education des Adultes, 506 est, rue Ste-Catherine, suite 800, Montreal 24, Quebec, Canada (\$3.00). May 1968. 168p. Text in French.

ABSTRACT. The impact of continuing education on the complex problems encountered in developing and implementing overall manpower policies is discussed and documented in this anthology. An introductory chapter on adult education and the labor force is followed by surveys and critiques of manpower policy and the organization of the labor market in Sweden, the United States, and Canada (especially Quebec), issues in management development and in the manpower planning role of the trade unions, experiences and accomplishments of a joint research commission during commission during the modernization of a Quebec pulp and paper mill, and case studies of employee training and education at an aluminum plant and a shipbuilding installation elsewhere in the province. Needs in such areas as improved manpower services and the control of seasonal unemployment are indicated. Included is a bibliography of books and periodicals. (AC 002 507)

CLASSROOMS IN THE FACTORIES, AN ACCOUNT OF EDUCATIONAL ACTIVITIES CONDUCTED BY AMERICAN INDUSTRY. Clark, Harold F. and Sloan, Harold S. 1958. 139p. Published by the Institute of Research, Farleigh Dickinson University, and distributed by New York University Press, 32 Washington Place, N.Y.

ABSTRACT. Industrial educational activities--programs in which knowledge or skills are taught according to some predetermined plan, with periodic group meetings, required assignments and examinations, or some comparable means of judging achievement--are summarized in this study. Data were obtained from questionnaires, personal conferences, company brochures, and current literature. A questionnaire directed to 482 of the largest American industrial corporations brought 349 replies (72.4 percent), of which 296 (84.8 percent) reported carrying on educational activities. About half reported supplementing their own teaching staff with college professors engaged on a part-time basis. Almost all corporations offering their employees educational opportunities in universities defray at least part of the expense. Of the five divisions of subject matter mentioned in the questionnaire, orientation and managerial development programs were the most common, followed by human relations, technical and professional training, and general

education. Foremen and supervisors participate most frequently, followed by junior executives, and the business and professional group. Senior executives attend conferences sponsored by such organizations as the American Management Association and universities. (AC 001 782)

TRAINING OF WORKERS IN AMERICAN INDUSTRY, REPORT OF A NATIONWIDE SURVEY OF TRAINING PROGRAMS IN INDUSTRY, 1962. Research Division report, Number 1. Barber, Mildred S. and others. U.S. Dept. of Labor, Bureau of Apprenticeship and Training. 1965. 100p. Order No. 1965-0-787-325, from the Government Printing Office, Washington, D.C.

ABSTRACT. In a 1962 survey using a one percent sample of establishments in American industry (excluding agricultural, railroad, and public employees) data were obtained on training categories (largely safety and orientation, industrial skills, and white collar occupations) and numbers of trainees by industries and by sizes of concerns. Major findings included the following--(1) only one in every five concerns sponsored some type of formal training--(2) only 2.7 million of the 37 million workers in these concerns were enrolled in employer sponsored training--(3) 1.5 million trainees were in production while 1.2 million were in service industries--(4) larger concerns stressed training in science, engineering, technology, and management, while smaller firms stressed safety, skilled crafts, mathematics, tool or machine operation, and white collar skills--(5) service industries trained a larger proportion of their employees than did manufacturing industries--(6) almost a third of concerns with training included apprentices, mainly in construction and manufacturing. (The document includes two appendixes, 33 tables, and 27 charts.) (AC 002 318)

A STUDY OF THE CONTINUING EDUCATION NEEDS AND INTERESTS OF MANAGERS AND PROFESSIONAL PEOPLE IN SOUTH-CENTRAL OREGON. Easton, Edison E. Oregon State System of Higher Education, Corvallis, Div. of Continuing Education. Nov 1968. 57p. EDRS PRICE MF \$0.25, HC \$2.95.

ABSTRACT. Questionnaires were sent randomly to 980 individuals to determine educational needs and interests of supervisors, managers, administrators, and professional people in south-central Oregon. The object was to determine the desired subject matter, time, place, approach, and instructor, and the influence of age, education, location, size of organization, place of work, and occupation. Answers, based on 171 usable questionnaires, cannot be assumed representative of all groups under study, but some patterns emerged. Subject areas of greatest interest were human relations, management and organization, psychology and motivation, writing, supervision and leadership, speech, data processing, accounting, investments, personnel and manpower, labor relations. Winter was the preferred time for programs and

3/4 were willing to drive only 1-20 miles round trip once a week for 8-10 weeks. The seminar discussion approach was preferred. Those with over two years' college education favored faculty members over instructors from business or the professions. Those from larger organizations favored two or three day conferences and expected time off with pay and their tuition to be paid. (A sample questionnaire and many tables are included.) (ED 026 590)

**TRAINING AND DEVELOPMENT HANDBOOK.** Craig, Robert L., ed. and Bittel, Lester R., Ed. American Society for Training and Development. 1967. 650p. McGraw-Hill Book Company, New York.

**ABSTRACT.** To provide a broad reference source, from the viewpoint of the employer organization, for those responsible for developing human resources in any organization, this handbook includes materials for the sophisticated manager of a large training staff as well as the fundamentals of training for the beginning or part-time trainer. The levels of training covered range from apprentices to top executives. Chapters are--The evolution of training, Determining training needs, The learning process, Testing for training and development, Evaluation of training, Job instruction, Coaching, The lecture, Conference methods, Case method, Role playing, Programed instruction, Human relations laboratory training, Management games, Related reading, Correspondence study, Training aids, Supervisor development, Management development, Vocational and technical education, Training facilities, Use of consultants, Universities and their extensions, Special programs, Scientific and technical personnel development, Organization of training, Selecting and organizing the training staff, Trainer education and training, Planning and scheduling, Budgeting and controlling training costs, Training records and information systems, and Legal aspects of training. (AC 001 823)

**THE INDUSTRIAL TRAINING YEARBOOK 1967-1968, A COMPREHENSIVE GUIDE FOR TRAINING OFFICERS AND THEIR MANAGEMENTS.** Kogan Page, Ltd., 22 Gray's Inn Road, London W.C.2, England. 1967. 500p.

**ABSTRACT.** Contents of the British industrial yearbook for 1967-1968 appear in 12 sections. Section 1 reviews the present industrial training situation, including the aims of the Industrial Training Act of 1964. Section 2 covers the training of operatives, craftsmen, technicians, technologists, commercial and clerical workers, supervisors and managers, and trainers. Sections 3 and 4 indicate the components and activities of the Ministry of Labour, the Central Training Council, and the Industrial Training Boards. Provisions for further education under the Department of Education and Science and the Scottish Education Department are outlined in Section 5. The following two sections deal with nonuniversity further and higher education examining bodies and their courses, and with college and university courses related to

industrial training. Sections 8 through 11 list professional and qualifying bodies, information and consulting services, educational resources and media, and sources of training aids. The last section contains a diary of events of general industrial training interest during 1967 and 1968. Also included are two indexes. (AC 001 918)

TRAINING IN EUROPEAN ENTERPRISES. MONOGRAPH SERIES; 14. Meyers, Frederic. California University, Los Angeles, Institute of Industrial Relations. 1969. 182p. Available from Institute of Industrial Relations, 9244 Bunche Hall, University of California, Los Angeles, California 90024 (\$2.75).

ABSTRACT. A comparison was made of the division of responsibility for preparation of workers for employment as between private and public institutions in France, Great Britain, Italy, and West Germany. First, the effects of the Industrial Revolution on job qualifications, apprenticeship, and secondary education were noted. Next, postwar changes and trends were examined in attendance laws, educational structures, and the function of the schools; in manual skill training (including vocational education and on the job training); in training for supervisors and office and sales workers; and in training for scientists, engineers, and technicians. Finally, national analyses were made in the furniture, steel, and chemical industries, with emphasis on technological dynamism versus conservatism, differing managerial styles, formal versus informal training, and the impact of economic pressures. These were among the major conclusions: (1) informal on the job training was still predominant in European industry; (2) France and West Germany (especially the former) had well developed systems of terminal vocational secondary education and postsecondary engineering and scientific training; (3) Great Britain seemed most in need of changes in the basic training pattern. (Footnotes and nine tables are included.)

EDUCATION WITHIN INDUSTRY. THE WORLD YEAR BOOK OF EDUCATION, 1968. Lauwers, Joseph A., Ed., and Scanlon, David G., Ed. 1968. 396p. Harcourt, Brace and World, Inc., 757 Third Ave., New York, N.Y. 10017.

ABSTRACT. Essays in this international yearbook examine the past and present interests of governments, industry, and the economy in the education of workers, managers, engineers, and citizens. Economic, industrial, sociological, and other theoretical aspects of education within industry are discussed. Next come national and historical studies of the role of industry in vocational education and training in France, West and East Germany, the Netherlands, the United Kingdom, the Soviet Union, Nigeria, Zambia, India, Japan, Mainland China, Brazil, Venezuela, and the United States. Case studies of programs arranged by companies, work organizations, and

local and regional training centers are presented from most of the above named countries and from Congo (Kinshasa), Guayana, Jamaica, and Mexico. A need is seen for a coordinated system of national policies on vocational guidance, recruitment, preoccupational training, inservice training, and examinations for selection and qualification.

(ly) (AC 003 859)

## II. ENGINEERING

LEARNING RESOURCES; A DIRECTORY FOR ENGINEERS, SCIENTISTS AND MANAGERS. Engineers Joint Council, New York, N. Y. Thrice yearly. Single copies \$15.00; yearly subscriptions in United States and Canada \$30.00; all other countries \$31.00.

ABSTRACT. Learning Resources is a cross-indexed compilation of essential information about short courses, seminars, conferences, workshops and other educational activities through which engineers, educators, scientists and managers may enhance their professional competence.

ENGINEERING EDUCATION IN THE SEVENTIES: A SERIES OF VIEWS ON ITS LIKELY DEVELOPMENT AND PROGRESS. Fletcher, David, and Others. In Technical Education and Industrial Training; v10 n10 Oct 1968. 18p.

ABSTRACT. Practical steps to change engineering education will involve new job definitions, fewer formal examinations, a decrease in educational power of professional bodies, and the emergence of a national group with legal obligations to enforce regional coordination. A new emphasis on mathematics and science will foster a more scientifically oriented generation, but a stop gap solution must be greater immediate priorities for engineering education. Standards for engineering should depend on competency, with advancement through in service education. Increased participation from teachers and students can be expected in the new engineering courses. Real progress requires a strong, consistent educational policy, possible perhaps through a new Education Act, giving the Ministry of Education more power. (AC 003 036)

A PROJECTIVE STUDY OF ATTITUDES TOWARD CONTINUING EDUCATION. Rubin, Irwin M.; Morgan, Homer G. 8p.; reprinted from Journal of Applied Psychology, v51 n6 p453-60. 1967.

ABSTRACT. A projective instrument aimed at measuring attitudes toward continuing education described a hypothetical research and development engineer as having (1) obtained an M.S. degree in a continuing education program, (2) completed seven courses, or (3) to 312 engineers in a government research and development center. Research and development engineers did not perceive any significant difference between obtaining a degree or taking several courses in a continuing education program. However, obtaining a degree or taking several courses were both seen as having more positive attributes than taking only one course were perceived as being associated with more management potential, higher ambition, and greater professionalism, and as keeping an engineer more up to date. Motivational and other

implications of the study were noted. (The document includes two tables, 13 references, and the median score profiles.) (AC 002 716)

EDUCATION FOR ANTI-OBSOLESCENCE? A SURVEY OF TRENDS FOR ENGINEERS AND SCIENTISTS. Wheeler, Edward A. In *Training and Development Journal*, v22 n6 June 1968. 6p.

**ABSTRACT.** Two case studies, together with questionnaire responses from over 70 large American companies in the aerospace, chemical, electronics, metals, and petroleum industries, were used in a study assessing the effectiveness of company sponsored continuing education for engineers and scientists. Data were obtained on employment patterns, continuing education trends, the number, ages, positions, and scholastic backgrounds of students, and program evaluation since 1955. Survey and case study results were compared with existing literature on obsolescence. Increased employment of scientists and engineers, less sponsorship of outside training programs, increased sponsorship of company courses, and constant investment of a large number of man hours in tuition refund programs for both supervisors and nonsupervisors were among the major trends noted. Over 60 percent of responding firms had no means of program evaluation. The central finding revealed limited recognition of a shared responsibility by companies and employees to control obsolescence. (AC 002 492)

ON THE OBSOLESCENCE AND RETRAINING OF ENGINEERING PERSONNEL; A QUANTIFICATION OF THE PROBLEM AND SOME RECOMMENDATIONS. Zelikoff, Steven B. In *Training and Development Journal*; v23 n5 p3-14. May 1969.

**ABSTRACT.** In order to assess the skill obsolescence and retraining needs of engineering personnel, curriculums in aeronautical, chemical, civil, electrical, and mechanical engineering at five engineering institutions were analyzed for the period 1935-1965. These were the major findings and conclusions: (1) all specializations, the older ones in particular, replaced outmoded teaching material with new and emerging bodies of knowledge; (2) a long trend (1935-1960) toward greater specialization was being reversed, especially in undergraduate programs; (3) undergraduates were being introduced earlier to possible areas of concentration; (4) recent breakthroughs in mathematics and physics were greatly altering existing programs and making it more difficult to ward off obsolescence; (5) relatively little sustained effort has been directed to providing retraining specifically for engineering personnel. Other studies of engineer career development also showed a tendency to start in one of the more technically demanding positions and gradually to be moved into managerial positions. Recommendations were made for higher teaching standards, more Federal research and support, greater involvement in continuing education by engineering schools, professional bodies, and employers, and other changes. (Five charts and nine references are included.) (AC 004 265)

OBSOLESCENCE AND UPDATING OF ENGINEERS' AND SCIENTISTS' SKILLS.  
FINAL REVISED REPORT. Norgren, Paul H. and Warner, Aaron W. Nov  
1966. 164p. EDRS PRICE MF \$0.75 HC \$8.30.

The nature and approximate dimensions of the technical skill obsolescence problem were studied as a result of the widely alleged occurrence in recent years of deterioration of skills among practicing engineers and applied scientists resulting from the massive emergence of new scientific and technological knowledge during the past quarter century. Interviews were conducted with technical managers, directors of professional employee development, and other knowledgeable officials in 39 technology-oriented firms and in technical colleges and universities, professional technical societies, and governmental units concerned with the obsolescence problem. Data indicated four component subareas of the problem for which effective remedial measures are difficult to find--(1) motivating professional research-development-design personnel whose skills have become outdated, (2) determining disposition of the skill of obsolescent personnel when reductions in professional technical work force are necessary, (3) identifying, developing, and updating competent project leaders, systems engineers, and other key practicing professionals, and (4) assessing the kind and degree of updating needed by technical managers and providing means and incentives necessary to bring about such updating. Data suggested similar significant difficulties in technology-oriented industry at large, and consequently, a need for broader scope research into these problems. (ED 015 324)

A STUDY OF THE ROLE OF THE ENGINEERING MANAGER AND HIS CONTINUING EDUCATION REQUIREMENTS. Ed.D. thesis. McKee, Charles A. Michigan State University. 1967. Available from University Microfilms, Ann Arbor, Mich. Order No. 68-4181. Microfilm \$3.70. Xerography \$13.05. 288p.

ABSTRACT. The purpose of this study was to investigate the relationships among the perceptions engineering managers have of their roles, their continuing education activities, and subject area needs, and among the expectations held for them by their immediate superiors, direct subordinates, and by engineering faculty outside the organization. Role theory was adopted as the conceptual approach. A questionnaire-schedule received from 199 engineering managers, 122 immediate superiors, 168 direct subordinates, and 50 engineering faculty members produced information about the role. The immediate superiors indicated a strong positive feeling on more items concerning the job functions of the manager than any of the other groups and the direct subordinates indicated a strong feeling on fewer items than the other groups. There was common agreement among all four groups on seven items of the 29. A higher degree of agreement existed between the engineering managers and their immediate superiors concerning the role of the manager than between any other groups. Lesser agreement existed in comparing the engineering managers and the engineering faculty, and in comparing the immediate superiors and the direct subordinates.

GENESYS-FLORIDA'S ANSWER TO THE PROBLEM OF CONTINUING EDUCATION FOR ENGINEERS IN INDUSTRY. (IN Journal of engineering education, 56(2)/47-50, Oct 1965). Nattress, John A. Oct 1965. 6p. (AC 001 132)

GROUP TRAINING ON MERSEYSIDE. (IN Industrial Training International, May 1967/210-214). White, F.J. May 1967. 5p.

ABSTRACT. In 1964 the Merseyside Training Council established its first full-time basic Engineering Courses at technical colleges to train engineering apprentices in any industry. Selection based on pretesting in arithmetic mechanical aptitude and intelligence together with consultation with Youth Employment officers and Headmasters, followed by a searching interview has resulted in a higher quality of trainees. Even with some payment difficulties, the demand for basic courses has exceeded the supply of places in colleges. The basic off-the-job training programs have been implemented with follow-up programs handled by Training Officers. Some apprentice exchanges have been made with one German firm and with the Liverpool Regional College of Technology. The problem of training supervisors has led the Merseyside Training Council to pilot an analysis for such a program. Member firms in the Council have formed Group Management Committees to act as a forum, to act as a vehicle for concerted group action, to support and encourage training officers' work, and to give an opportunity to interested men to meet and discuss training.

(AC 001 008)

A SHORT COURSE IN PSYCHOLOGY FOR ENGINEER-MANAGERS; A REPORT ON MANAGEMENT TRAINING NEEDS FOR ENGINEERS. Frank, Julian S. In Training and Development Journal; v22 n10 p8-16. Oct 1968. 9p.

ABSTRACT. The typical engineer's educational background and personality have been considered inappropriate for management tasks. Recognizing the need for human relations training, the Engineering Management Group of the Chicago Section, Institute of Electrical and Electronic Engineers, in the fall of 1966 and spring of 1967, asked the author and another registered industrial psychologist, Milton Lepkin, to give a basic course in managerial psychology to interested members. The first four presentations, each offered for six two-hour sessions, attracted 265 engineers. Various group experiments and open ended questionnaires were used to determine attitudes. The most significant conclusion one could draw from the various data is that management climate of a company greatly influences the management attitudes of engineers. The engineers revealed a sense of isolation from other workers. Assuming these 265 electrical and electronic engineers were typical of their kind, one can recommend that engineers need more psychology and human relations courses, opportunities to meet others outside the profession, practice in management skills, help in integrating their own viewpoints with that of management, help in deciding between administration and pure engineering work, and informal opportunities for discussion in confidence with management. (AC 002 834)

POST BACCALAUREATE COURSES FOR CONTINUING ENGINEERING EDUCATION.  
May 1967. Reference Publications, 27 George Road. New Providence,  
N.J. 07974.

ABSTRACT. This publication presents a comprehensive, descriptive, compilation of all courses and conferences designed to upgrade the technical knowledge of engineers. All are offered in 1967 at colleges and universities accredited by the Engineers Council for Professional Development. Evening courses are not included since these are typically suited only to those residents in the vicinity of the school who have easy access to information through local school catalogs. The listing is arranged alphabetically by state with an Index Guide to courses by subject. Revised pages will be provided to supplement the material. (AC 001 189)

SELECTION AND IN-HOUSE DEVELOPMENT OF SYSTEMS ENGINEERS. Mardon, Jasper. An address to the 23rd National Conference, American Society for Training and Development, Boston, May 8-12, 1967. (IN Special issue of Training and Development Journal, 21(9)/87-98, Sept 1967.) 1967. 12p.

ABSTRACT. Process industries require systems engineers who can design, build, and implement a total system of interacting components, with or without a digital computer. Since few courses are provided in this discipline, companies must design inplant programs. Trainees may be Ph.D.s in control engineering, physics, or chemical engineering, recent graduates with a B.A. or M.A., or practicing engineers with experience in instrumentation or control. The author's company designed a formal program which included control engineering theory, methods, and design, analog and digital computer logic, fundamentals, and techniques. Since this program seemed too demanding, the company has used an informal seminar system which follows a similar program but does not interfere with employees' work schedule. There are beginning to be available 12-month master's degree courses, particularly in Britain. Also engineers can attend conferences and short summer courses. Within the plant, evening seminars to which management as well as engineers are invited can do a great deal to improve understanding and communication. (AC 001 330)

CRITICAL INTERFACES FOR ENGINEERS AND SCIENTISTS, 4 APPRAISALS.  
PROCEEDINGS OF THE ANNUAL JOINT MEETING OF THE ENGINEERING MANPOWER COMMISSION OF ENGINEERS JOINT COUNCIL AND THE SCIENTIFIC MANPOWER COMMISSION, NEW YORK, MAY 18, 1967. Alden, John D. Engineering Manpower Commission, New York, N.Y. Jul 1967. 30p. ED 022 672 EDRS PRICE MF-\$0.25 HC-\$1.60. Also available from Engineers Joint Council, 345 East 47 St., New York, N.Y. 10017 (\$2.00).

**ABSTRACT.** Contained in this booklet are the speeches given at the annual joint meeting of the Engineering Manpower Commission and the Scientific Manpower Commission. Each dealt with some problem aspect of the engineer-scientist interface. The presentation by Rear Admiral W. C. Hushing of the U. S. Navy was entitled "The Impact of High Performance Science and Technology on Manpower Requirements at the Under-sea Interface," and dealt with some of the problems encountered in man's extended use of the sea. Rear Admiral William A. Brockell, U. S. Navy (retired), was concerned with ocean engineering education, and in particular, the program at the Webb Institute. Dr. Milton Harris in "The Education-Industry Interface" pointed the growing gap between industry and the universities and offered suggestions for improved mutual understanding. "The Technical Man and the Industrial World" was the concern of David Allison, who dealt with the problem of education obsolescence in science and engineering and with possible solutions through adult continuing education.

**COLLEGE ACHIEVEMENT AND INDUSTRIAL SUCCESS.** Biedenbach, Joseph Marion. Michigan State University, East Lansing. Ph.D. Thesis. 1964. 104p. University Microfilms, Order No. 65-6050, MF \$3.00, Xerography \$5.20.

**ABSTRACT.** A group of 350 top and middle management engineering personnel from seven divisions of a large industrial firm were studied for differences between the two groups that could be used to aid in selecting engineering graduates for future industrial executives. Executive levels attained correlated directly with individual undergraduate achievement, which indicated a need for careful guidance and placement of graduating engineering students. High academic achievement in undergraduate training seemed to indicate a greater possibility of executive development. The amount of extracurricular activity participation in college, type of college attended, academic major pursued, and amount of expenses paid by the student himself were insignificant variables. The level of degree attained and the locality of the college attended were apparently significant. Higher executives were more mobile.

**COGNITIVE STYLE DIFFERENCES BETWEEN ENGINEERS AND COLLEGE STUDENTS.** Barrett, Gerald V. and Thornton, Carl L. In *Perceptual and Motor Skills*, v25 p789-793, 1967. 5p.

**ABSTRACT.** The description of Witkin's field-independent individuals as those who tend to be analytical, logical, and able to extract subtle aspects from problems for analysis bears a close resemblance to the description of engineering job functions. It was therefore hypothesized that engineers would be more field-independent than Witkin's standardization sample. It was determined that 46 engineers and technicians

were significantly more field independent, as measured by the rod-and-frame test, than Witkin's standardization sample of male college students. Alternate explanations for the obtained results are discussed, including intelligence, sampling, and shift to adult status. (The document includes a table and nine references.) (AC 003 832)

MANAGEMENT PROGRAMS IN ENGINEERING COLLEGES. In Journal of Engineering Education, v59 n8 p967-971. Apr 1969. (AC 004 811)

AN ENGINEERING MANAGEMENT DEVELOPMENT PROGRAM. Smith, Joseph B., Jr. In Journal of Engineering Education, v59 n8 p960-962. Apr 1969. (AC 004 809)

EXPERIMENTS WITH T GROUPS IN MANAGER EDUCATION FOR ENGINEERS. South, Oron. In Journal of Engineering Education, v59 n8 p953-956. Apr 1969. (AC 004 810)

TRAINING BOARD GUIDES: ENGINEERING. A COMPLETE GUIDE TO, AND COMMENTARY ON, THE ENGINEERING INDUSTRY TRAINING BOARD'S GRANTS AND TRAINING SCHEMES. Kogan Page Ltd., London (England). Available from Kogan Page Ltd., 16 Gray's Inn Road, London W.C1. 1967.

ABSTRACT. The Engineering Industrial Training Board, one of the first and largest Training Boards to be established in the United Kingdom under the Industrial Training Act of 1964, placed new responsibilities on some 28,000 engineering firms in that country. To provide engineering employers with an understanding of both their liabilities and rights under the law, Kogan Page Ltd. has published this guide explaining the function and operation of the Engineering Industrial Training Board, and its system of grants and levies. The guide includes the institutions at which training is available and the nature of the available training. (AC 003 507)

READING COMPREHENSION AS A FACTOR IN COMMUNICATION WITH ENGINEERS. Sacks, George A. and Sacks, Florence. Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968. 25 Apr 1968. 22p. EDRS Price MF-\$0.25 HC-\$1.20

ABSTRACT. A study of the reading rate and comprehension of 10 aerospace engineers and analysis of the readability of sample company communications were undertaken. The Nelson-Denny Reading Test comprehension scores for the engineers, when compared with scores of a norm group provided by the Nelson-Denny Test Manual, were nearly the same in mean and standard deviation as those for college seniors. The engineers understood about two-thirds of what they read. No significant

difference was found between the reading rates of the two groups. However, the mean of the test group vocabulary scores was significantly higher than the norm group mean. The Flesch Readability Formula revealed that all of the documents analyzed had a lower reading ease score (were more difficult) than the Nelson-Denny Reading Test. It was concluded (1) that important information must be repeated; (2) that all engineers should receive instruction in report writing; and (3) that reading efficiency in engineers could be greatly increased by instituting reading improvement programs. Tables and references are included. (ED 025 383)

ENGINEERING: CRAFT AND SCIENCE. A TELEVISION SERIES FOR FIRST-YEAR ENGINEERING CRAFT TRAINEES. Taylor, Nat. In the Training Officer, v4 n9 p5-8 Sept 1968.

ABSTRACT. In order to show that engineering is an interesting and worthwhile job, the British Broadcasting Corporation developed a public television series "Engineering: Craft and Science," which stressed the creativity possible in the field. This article details how the series was developed and the concepts embodied in it. (AC 003 930)

TELEVISION AND HIGHER TECHNICAL EDUCATION OF WORKING PEOPLE. Waniewicz, Ignacy. In Centro Sociale, International Issue; v14 n76-78 p197-204. 1967. 8p.

ABSTRACT. To increase the supply of highly qualified technicians and furnish workers with opportunities for higher technical education other than through evening or correspondence courses, Polish television and the Polish Ministry of Education began in 1966 to broadcast lectures based on unified engineering curriculums. An experimental series of 40 lectures on mathematics and physics was followed by programs on the first year curriculum. Lectures during 1967-1968 will cover the second year as well, and in 1968-1969, secondary school graduates in appropriate occupations will be able to pass examinations in compulsory first year subjects presented on television. (The broadcasts present only the most important and difficult material.) If it proves feasible to televise three or four semesters' work, it will be necessary to expand the number and scope of the lectures and to create local laboratory facilities. Most instructional problems lie in planning and presenting effective lectures, preparing textbooks, and reaching clientele. There are systematic provisions for program evaluations. (AC 022 549)

THE TRAINING OF YOUTH IN INDUSTRY VOL. I. ENGINEERING. Nesbitt-Hawes, Ronald, ed. New York, Pergamon Press. 1966. 243p.

**ABSTRACT.** This describes the training provided by such leading companies as General Electric, British Aircraft Corp., and Rolls-Royce in mechanical, electrical, and aeronautical engineering, in electronics and in instrument making. Covering almost every aspect of training in a wide variety of skills from craft apprenticeships to post-graduate requirements, it gives many recommendations not only about courses but also about details of class arrangements, timing, and economy of effort in teaching. The book will be a valuable reference for engineering companies, trainees, and training officers, for smaller companies and for manufacturers in developing countries. Appendixes include the courses in mathematics and in applied electricity. (AC 001 226)

**COMPARISON OF THREE MODES OF INSTRUCTION FOR THE OPERATION OF A COMPLEX OSCILLOSCOPE.** Folley, John D. and Others. Applied Science Associates, Inc., Valencia, Pa. Mar 1967. 71p. Clearinghouse for Federal Scientific and Technical Information, Microfiche 65¢. Hardcopy \$3.00.

**ABSTRACT.** A field experiment was conducted to compare the effectiveness of three modes of instruction in the use of the AF 180 oscilloscope (Tektronix 545A). Skilled electronic technicians of the U.S. Air Force Security Service served as subjects. One group was trained with an audiovisual instructional program, and a second group with a book form of the same program. The program combined verbal instruction and responses with practice on an oscilloscope. A third group was trained in the traditional manner in a laboratory. Analysis of variance on test scores indicated superiority of both forms of the program over the conventional instructions with no difference in effectiveness between programs. Electronic aptitude, as measured by the Airman Qualifying Examination (AQE), correlated significantly with test scores for the conventionally trained group and for all subjects together. (The document includes five tables and four figures.) (AD 654 004)

**DEVELOPMENT AND EXPERIMENTAL EVALUATION OF AN AUTOMATED MULTI-MEDIA COURSE ON TRANSISTORS.** Whitted, J.H. and Others. Aerospace Medical Research Laboratories. Wright-Patterson AFB, Ohio. RCA Service Company, Camden, N.J. Sept 1966. 114p. Clearinghouse for Federal Scientific and Technical Information. Microfiche 65¢. Hardcopy \$3.00.

**ABSTRACT.** A study was made of the feasibility of developing a fully automated self-study program for teaching electronic solid state fundamentals and to assess through a controlled experiment the relative effectiveness of the automated course compared to the conventional instructor/classroom presentation and self study materials from the Air Force Extension Institute. Media for the automated

course included tape slide audiovisual presentation, programed text, cued text, sound movie, workbook, and an RCA transistor trainer. Although the classroom subjects received somewhat higher ratio gain scores on the average than the multimedia subjects, this difference was not significant. Both of these modes proved more effective than the extension course materials. Principal measures of effectiveness were a pretest and a posttest made up of multiple-choice items relating to the solid state theory covered. Findings suggest the need for practical, reliable, flexible media and methods, a high degree of student participation, positive reinforcement, and opportunity for review.

(AD 646 671)

### III. SCIENCES

CONTINUING EDUCATION FOR THE CHEMIST, THE ROLE OF THE AMERICAN CHEMICAL SOCIETY. Passer, Moses. American Chemical Society, Washington. Dec 1964. 50p.

ABSTRACT. Findings of a survey of American Chemical Society members on continuing education, the questionnaire used, a bibliography, a summary of the program of continuing education of the American Medical Association, the National Science Foundation programs for college teachers (1963-1964), courses for chemists (1963-1964, descriptions of a computer-based teaching system, courses on tape, and communications in education, and programs in Florida at the Corning Glass Works are included. (AC 001 093)

POSTDOCTORAL TRAINING IN CLINICAL PSYCHOLOGY; A SURVEY. Weiner, Irving B. In American Psychologist; v23 n5 p374-377. May 1968.

ABSTRACT. This paper reports the results of a survey of postdoctoral training programs in clinical psychology (a) designed for psychologists with the Ph.D. degree from an APA-approved doctoral program, (b) administered and directed principally by psychologists, and (c) focused primarily on education for advanced professional competence rather than on inservice or on the job training. Forty-six programs met these criteria and were sent questionnaires; 32 questionnaires were returned. Twenty-nine of these 32 were exclusively full time; the remaining three programs provide training on either a full or part time basis and are engaged mainly in training for psychoanalysis and psychoanalytic psychotherapy, their formats distinguishing them in several respects from the others. A significant number of psychologists, most of them holding state certification, are engaged in postdoctoral training and existing postdoctoral training centers embrace a broad diversity of settings and patient populations. As demonstrated by their heavy investment in predoc-toral as well as postdoctoral training, these centers are also in the mainstream of clinical psychological education. (AC 003 994)

GROUP THERAPY FOR SOCIAL IMPACT; INNOVATION IN LEADERSHIP TRAINING. Hill, William Gavcett, and Others. In American Behavioral Scientist; v11 n1 pl-50. Sep-Oct 1967.

ABSTRACT. A design for training group counselors and group therapists is described--including theoretical bias, curriculum content, and pedagogical techniques. The course was applied to Deputy Probation Officers, and in the course of training over 500 officers modifications in the training design were introduced. The evaluation

instruments and findings from the 3-year study are presented. The first part describes the training in detail--especially the innovative aspects--Learning Thru Discussion Technique, Hill Interaction Matrix Feedback, and a specially prepared syllabus. The second part describes in detail the evaluation techniques and instruments. The third and fourth parts report on evaluation of the training process and the outcome, respectively. The final section outlines the components of an "ideal" course for training group counselors or therapists based on the experiences and learnings of the study. Expanded use of video tape and marathon therapy are discussed along with programmed group exercises and Stimulated Recall. It is concluded that training of group counselors at echelons below Ph.D. clinical psychologists and psychiatrists can be accomplished quite successfully through a brief in-service training course (50 hours). There are a number of institutional pressures mitigating against the utilization of this training subsequent to completion of the course. (AC 004 800)

#### IV. MEDICINE & HEALTH

MEDICAL CARE: ITS SOCIAL AND ORGANIZATIONAL ASPECTS; THE CONTINUING EDUCATION OF PHYSICIANS. Miller, George E. In The New England Journal of Medicine, v269 n6 p296-9. Aug 8, 1968. 5p.

ABSTRACT. Continuing medical education has been characterized by transmission of latest information through various didactic means that only passively involve the learner. Several studies on the effects of postgraduate education upon physicians' behavior indicate that there is little influence on subsequent practice. It is suggested that a physician's further education should be concentrated on more relevant issues in society (the aged chronically ill, for example), rather than what appeals to practitioner and staff; should be conducted through practical clinical demonstrations; and should be evaluated by changes in physician's practice, rather than by numbers of participants or emotional feelings toward the instructor.

(AC 002 704)

THE DISSEMINATION OF HEALTH INFORMATION, A CASE STUDY IN ADULT LEARNING. NORC monographs in social research, Number 11. Feldman, Jacob J. Aldine Publishing Company, Chicago. 1966. 274p.

ABSTRACT. During the summer of 1955, the National Opinion Research Center conducted a nationwide health information survey of randomly selected and stratified samples of the general public, physicians, and pharmacists as part of a research program focusing on the patterns of medical care use then prevalent in the United States. This monograph is based on the results of that survey, supplemented by findings of more recent investigations, and treats the acquisition of health information as an aspect of adult learning. Chapters cover (1) research design and descriptions of sampling procedures and questionnaires, (2) the gap between medical practices in the United States and what is desirable, estimates of the level of utilization of medical care, and comparisons with levels during earlier periods and in other countries, (3) beliefs that facilitate the early detection and treatment of chronic illness, the extent to which medicine and physicians are respected throughout the population, and the public's satisfaction with medical care, (4) group differences in levels of health information and information sources, and (5) the general problems of information dissemination as they apply to survey results. The document includes the questionnaires for the general public, for doctors, and for pharmacists, 27 tables, and references. (AC 000 470)

HISTORY OF CONTINUATION MEDICAL EDUCATION IN THE UNITED STATES SINCE 1930 (REPRINTED From Journal of Medical Education 35 (8)/740-458, Aug 1960). Shepherd, Glen R. Aug 1960. 20p. (AC 000 425)

THE MEDICAL AUDIT IN CONTINUING EDUCATION. Eisele, C. Wesley. In Journal of Medical Education, v44 n4 p263-265. Apr 1969. (AC 004 829)

THE FUNCTIONS AND PREPARATIONAL NEEDS OF DIRECTORS OF HOSPITAL EDUCATION. Hole, Floyd Marvin. Arizona State Univ. Ed. D. Thesis. 223p. 1968. University Microfilms (Order No. 68-15,001, MF \$3.00, Xerography \$10.15).

**ABSTRACT.** This study sought mainly to determine the important functions and the preparational needs of directors of hospital education, to identify the most pertinent problems encountered by these directors in recent years, to propose educational recommendations, and to provide a pattern for improving existing preparational programs or developing new ones. Eighty-one training directors at government, church-related, and voluntary nonsectarian hospitals responded to a questionnaire containing 49 statements of functions and 33 competency statements. Functions were ranked by importance in the following ten operational areas: organizational; program purposes; program development; instructional services; student personnel services; staff personnel; facilities; business management; program evaluation; and research. To ascertain the personal knowledge needed for the above functions, competency statements were similarly ranked as evaluated by the respondents. Major problems were seen in financial support, programs, staff, facilities, equipment and materials, student personnel services, organization, and research.

BROADCAST TV AS AN AID TO CONTINUING EDUCATION. TERMINAL PROGRESS REPORT. Merrill, Irving R. and Yaryan, Ruby B. California Univ., San Francisco, Medical Center, The National Heart Institute. 42p. June 1968. EDRS PRICE MF \$0.25, HC \$2.20.

**ABSTRACT.** The effect of massed versus distributed television presentations on attendance and learning in a voluntary situation were compared in a field experiment involving 114 physicians in general practice. The factorial design was based on four experimental groups, each located in a different community. Physicians viewed videotape presentations in a local hospital over a period of four weeks, with three one-hour sessions (distributed viewing) and a single three hour session (massed viewing). On the fifth week they completed a learning achievement test over televised instruction. The results indicated that attendance was significantly greater under massed than under distributed viewing, especially when the sessions took place in the evening rather than the morning. The presentations produced gains in

learning achievement, and there was no statistically significant difference in learning achievement between massed and distributed viewing. (ED 027 447)

SERVICES, STAFFING, TRAINING; DIGEST OF 24 PAPERS, ANNUAL MEETING OF THE ORTHOPSYCHIATRIC ASSOCIATION (46th, NEW YORK CITY, MARCH 30-APRIL 2, 1969). In American Journal of Orthopsychiatry v39 n2 p331-358 March 1969. (AC 004 805)

ADULT EDUCATION IN BRITISH COLUMBIA (Special issue of JOURNAL OF EDUCATION OF THE FACULTY OF EDUCATION, University of British Columbia, Number 10, Apr 1964). Verner, Co lie, Ed. British Columbia Univ., Vancouver (Canada) 1964. 109p.

ABSTRACT. Prepared under the special editorship of Collie Verner, this journal issue reviews the overall development of adult education in British Columbia from the late nineteenth century to the present, traces the growth of university extension during the period 1915-1963, discusses recent trends and activities in vocational and non-vocational public school adult education, rural and agricultural extension, and group discussion programs (the Great Books groups and the University of British Columbia Study Discussion project), together with a comprehensive scheme of medical continuing education being undertaken within the province. Also considered are certain major problems and issues--weaknesses and inconsistencies in provincial financing of adult education during the period 1950-1962, the impact being made on educational services in British Columbia by massive Federal aid to technical and vocational education, and changing levels and statistical patterns of adult illiteracy (1921-1961). The document includes 38 references, 15 charts and tables, and a diagram of adult education and related educational services in the province. (AC 001 889)

INSTITUTIONAL CONSTRAINTS ON PROFESSIONALISM, THE CASE OF THE MENTAL HEALTH PROFESSIONS. Paper presented at a National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Spray, S. Lee. Chicago Univ., Ill. Feb 1968. 38p. EDRS PRICE MF-\$0.25 HC-\$2.00.

ABSTRACT. As part of a larger study of careers in the mental health field being made at the University of Chicago, this investigation studied (1) a model for studying professional behavior, (2) extent to which professional, ideological, and institutional factors influence professional functions, and (3) implications for understanding professional adult educators. Professional mental health personnel were studied by questionnaire in metropolitan Chicago, Los Angeles, and New York. Lines of specialization were drawn between medically trained professionals who did therapy in private practice and non-medical professionals who engaged in administration and non-intensive

client contact. After analyzing the professions and major job activities, it was concluded that knowledge of the work setting was the best predictor of the distribution of mental health professionals in five out of six types of functions, and was a prerequisite to understanding the influence of ideological adherence and professional training. Implications for research in adult education include the need to study professional behavior in the work situation, to concentrate on organizational and social controls, and to include a metropolitan community in the study. (ED 017 868)

POSTGRADUATE PSYCHIATRIC EDUCATION: THE ETHNOGRAPHY OF A FAILURE.

Enclow, Allen J. and Myers, Vincent H. In American Journal of Psychiatry; v125 n5 p627-31. 1968.

ABSTRACT. Recent interest in postgraduate psychiatric education for nonpsychiatrist physicians has stimulated discussion of effective course planning, promotion, and content. An experience with a course of this type is reported. The course failed in part because its sponsors neglected to plan around the realities of the local sociopsychological atmosphere in the medical community where the course was offered. It is concluded that simply making such courses available and locating them conveniently in the physicians' own communities are not certain keys to success. (AC 004 605)

THINKING PATTERNS; A STUDY OF LANGUAGE AS MIRROR OF EXPERIENCE AND GUIDE TO ACTION. Bircher, Andrea Ursula. California Univ., Berkeley, Ph.D. Thesis. 1966. 315p. University Microfilms (Order No. 66-15,347, MF \$4.05, Xerography \$14.20.

ABSTRACT. This study investigated relationships among subjective experience, verbal formulations, and effective purposeful behavior in psychiatric nursing. The Quest (an unstructured, short paragraph paper and pencil test using 30 randomly chosen English words) was administered to a random sample of Northern California student nurses. A highly consistent pattern of language use emerged, virtually unaffected by characteristics of stimulus words or their referents, of the respondents, or of variations in educational or professional background. This pattern showed high concern with established standards and directives, repetition of directives, and narrative reporting about environmental aspects, other persons, and time-space relationships, but little or no concern with dynamic or action ideas, aspects of the future, goals to be sought, or higher levels of problem solving and thought. Twelve different patterns of thought were identified and illustrated, and implications and possible uses were discussed for psychiatric nursing, adult education, and other fields. (Appendices include The Quest and analyses thereof.) (AC 003 997)

CORRESPONDENCES AND DIFFERENCES IN THE PSYCHIATRIC NURSE'S ROLE AS PERCEIVED BY THE MENTALLY ILL PATIENT AND THE PSYCHIATRIC NURSE.  
Martin, Eugene Victor. California Univ., Los Angeles. Ph.D. Thesis. 130p. 1965. University Microfilms, Order No. 66-3651, MF \$3.00, Xerography \$6.20.

ABSTRACT. This study explored the correspondences and differences in the perception of the psychiatric nurse's role as perceived by psychiatric nurses and mentally ill patients as they interacted in nurse-patient relationships. Patients diagnosed as having effective reactions and patients diagnosed as having schizophrenic reactions were asked to identify ways in which they had perceived the psychiatric nurse as helpful or unhelpful. The nurses were also asked to identify ways in which they had perceived themselves as helpful or unhelpful to the patients. Patients and nurses identified helpfulness and unhelpfulness in three areas: attitudes, the communication process, and the interpersonal process. The findings suggested significant implications for curriculum planning in the areas of Psychiatric Nursing and Adult Education. They also indicated that there were marked differences between the psychiatric nurses' perceptions of the significance of their attitudes and activities as they interacted with schizophrenic patients and the value attributed to the nurses' behavior by the patients.

AN ASSESSMENT OF INTERNATIONAL NURSING STUDENTS IN THE UNITED STATES: A CASE STUDY OF PHILIPPINE EXPERIENCE. Bergamini, Sister Marie Carmen. California Univ., Berkeley. Ph.D. Thesis. 1964. 360p. University Microfilms, Order No. 64-12,540, MF \$4.60, Xerography \$16.20.

ABSTRACT. This study explored three phases (predeparture preparation for American study, the educational sojourn in the United States, subsequent professional experience in the Philippines) of the cross cultural educational experience of Philippine students in American nursing schools during 1957-1961. The benefits of cross cultural education and the improvements deemed necessary to attain educational goals were clarified. Dissimilarities noted by trainees between nursing practice in the United States and in the Philippines were seen as closely related to cultural and socioeconomic barriers to effectiveness. There was need for continuing study of the selection, preparation, and orientation of Philippine nurses entering American nursing schools, further examination of their experiences in American institutions, followup studies of returnees and nonreturnees, and further research on subsequent professional experiences.

ANNOTATED BIBLIOGRAPHY ON INSERVICE TRAINING FOR ALLIED PROFESSIONALS AND NONPROFESSIONALS IN COMMUNITY MENTAL HEALTH. National Institute of Mental Health (DHEW), Chevy Chase, Md. Community Mental Health Centers Staffing Branch. 1968. 64p. EDRS PRICE MF \$0.50

HC \$3.30

**ABSTRACT.** This annotated bibliography, the second in the series of four, pertains to the inservice training of allied professionals and nonprofessionals for community mental health. The period of emphasis is 1960-1967. Materials citing experiences of formal community health centers are included. Also included are references on inservice mental health training for professionals and nonprofessionals who work in community settings other than mental health centers. A few references on roles are included because of their relevance to job descriptions and training objectives.

**RESEARCH IN PROFESSIONAL EDUCATION WITH SPECIAL REFERENCE TO MEDICAL EDUCATION.** NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 22. Horwitz, Milton J. Office of Education, Washington, D.C. Apr 1967. 85p. EDRS PRICE MF-\$0.50 HC-\$4.35.

**ABSTRACT.** The growth of research in medical education was reviewed as an outstanding example of research in professional education. Successive developments in research in medical education are described in relation to the pattern of accelerating change that followed World War II. The author reports that the changes in curriculum introduced in some schools and the research programs that were initiated to evaluate those programs provided the stimulus for other change-producing activities such as annual institutes on teaching and administration sponsored by the Association of American Medical Colleges and the dissemination of their reports which surveyed the entire field of medical education. Recognition of the importance of promoting and stimulating research in medical education led to the establishment of the Division of Education. The Division's program of research and development of conceptual models for research has included the study of indexes and correlates of educational effectiveness and the clarification of criteria of professional performance as the ultimate criteria of medical education. The Division of Operational Studies was established to compile information related to faculty and to the financing of medical education. Separate sections of this review of literature present reports on studies of student characteristics, the teaching-learning process, performance of the graduate physician, graduate and continuing medical education, and nursing and dentistry. In addition, an overview is presented that summarizes the role of professional organizations in educational research, the trends in research studies, and a list of questions concerning professional education that are relevant to all areas of professional education. (ED 013 347)

**PROGRAMMED INSTRUCTION IN MEDICAL EDUCATION** (Proceedings of the first Rochester conference, June 25-27, 1964). Lysaught, Jerome P., (ed.), and Others. Rochester Univ., Rochester Clearinghouse for Information on Self-Instruction in Medical Education. Pfizer Laboratories, sponsor. 1965. 240p.

**ABSTRACT.** These papers summarize five years' exploration and research on programmed instruction in medical education and include discussions of theoretical and practical aspects of program development and construction, and philosophical considerations of the impact on medical education of the extension of self-instruction. There is a bibliography. (AC 000 419)

CONTINUING EDUCATION COURSES FOR PHYSICIANS FOR THE PERIOD SEPT 1, 1966 to Aug 31, 1967. (REPRINTED FROM Journal of the American Medical Association 197(6)/421-504, Aug 8, 1966). American Medical Association, Chicago. Council on Medical Education. 1966. 84p.

**ABSTRACT.** The list of courses presented in tabular form is published as a service to all physicians who are interested in maintaining their competence and skill through formal courses. (AC 000 423)

THE AMERICAN MEDICAL ASSOCIATION'S PROGRAM OF ACCREDITATION IN CONTINUING MEDICAL EDUCATION. (Reprint from Journal of Medical Education 39(7)/670-678, July 1964). Ruhe, C.H. William. July 1964. 9p.

**ABSTRACT.** In a history of accreditation of medical continuing education, the procedures and objectives of the surveys and future and present problems are discussed. The document includes six references. (AC 000 388)

A SURVEY OF THE ACTIVITIES OF MEDICAL SCHOOLS IN THE FIELD OF CONTINUING MEDICAL EDUCATION. (Reprint from Journal of Medical Education 38(10)/820-829, Oct 1963). Ruhe, C.H. William. Oct 1963. 9 p.

**ABSTRACT.** A review of types of continuing medical education programs offered in the United States and Canada during the 1961-1962 academic year includes data on attendance, budget, teaching methods, type of audience, fields covered, and records kept in text and tables. The document includes five references. (AC 000 389)

THE EFFECTIVENESS OF THE TELEVISED CLINICAL SCIENCE SEMINARS OF THE NEW YORK ACADEMY OF MEDICINE. Menzel, Herbert and Others. Aug 1966. This article appeared in the Bulletin of THE NEW YORK ACADEMY OF MEDICINE, Second Series, v42 n8.

**ABSTRACT.** In 1963 the New York Academy of Medicine, with the New York City Municipal Broadcasting System, inaugurated an experimental program of weekly one-hour televised clinical science seminars to explore the acceptability and effectiveness of open-circuit television as an additional medium of continuing medical education in a large metropolitan area. This report presents findings of three audience surveys conducted by the Academy and the Bureau of Applied Social Research of Columbia University and presents results of a

subsequent study of the effectiveness of the program. There was a steadily growing audience for the weekly broadcast, 408 in private practice alone estimated as average in January 1964. The effectiveness in raising information levels of viewers differed greatly from program to program and also according to initial education-specialization level. Benefits may lie in refreshing knowledge, stimulating further search, shoring up existing knowledge, and imparting sense of judgment. (Included in the document are 17 tables and the text of test questions.) (AC 002 044)

PROGRAMMED INSTRUCTION AND TEACHING MACHINES IN THE FIELD OF MEDICAL EDUCATION, AN ANNOTATED BIBLIOGRAPHY. Reynolds, Laura A. Research Analysis Corporation, McLean, Va. Nov 1966. 20p. Clearinghouse for Federal Scientific and Technical Information. Microfiche 65¢. Hardcopy \$3.00. (AD 647 407)

ABSTRACT. This bibliography, compiled largely from "Index Medicus" and spanning the period 1960 to May 1966, contains a selected list of 65 articles, reports, and author abstracts on programmed instruction and teaching machines in the field of medicine; with a particular effort to include papers on the use of computers. A short list of books on programmed instruction and teaching machines is included.

CONTINUING EDUCATION AND THE TELE-CONFERENCE TECHNIQUE. Blockstein, William L. and Durant, Winston J. In American Journal of Pharmaceutical Education, v32 Nov 1968.

ABSTRACT. This paper describes the tele-conference technique employed by extension services in pharmacy, university extension, and the University of Wisconsin as one of the means to provide for continuing professional education. The educational telephone network has been used to conduct both formal and informal classes, followed by discussion periods. (AC 003 802)

A GRADUATE PROGRAM IN PHARMACEUTICAL EXTENSION. Blockstein, William L. and Lemberger, August P. In American Journal of Pharmaceutical Education, v30 n3 p473-477. Nov 1966. Reprint of journal article.

ABSTRACT. Noting that much of the past and present activity in pharmaceutical continuing education has been largely technique oriented rather than educationally oriented, the authors discuss the newly operationalized graduate program in Pharmaceutical Extension at the University of Wisconsin which is put forth as the model for developments elsewhere. The program appears to hold promise for the development of well prepared specialists in adult education who have considerable depth in one of the traditional divisions of pharmacy. It will be supported by research assistantships. The graduates of the

program can expect to find careers in academic units, in professional associations, or in industrial organizations. (AC 003 801)

CONTINUING EDUCATION IN PHARMACY. A report. Hewitt, Gordon B. Pharmaceutical Association of the Province of British Columbia. Mar 1965. 31p. EDRS PRICE MF-\$0.25 HC-\$1.65.

ABSTRACT. This report on continuing education for pharmacists in British Columbia examines educational needs in the technical, social, and economic aspects of a pharmacist's career. A discussion is then presented of existing programs in British Columbia and at three American universities, the aims of a proposed system of professional, managerial, and general education for pharmacists, the recruitment of teaching staff and participants, program organization and coordination, financial support, program phasing and evaluation, and the use of such techniques and aids as tape recordings, telelectures, educational television, study groups, correspondence study, programmed instruction, and store visitations. (ED 019 545)

PROGRAM OF CONTINUING EDUCATION IN PUBLIC HEALTH, POLICIES AND PROCEDURES. (Program sponsored by University of California at Berkeley and Los Angeles, University of Hawaii, and American Public Health Association). American Public Health Association. Western Regional Office. 1967. 30p. EDRS PRICE MF-\$0.09 HC-\$1.60.

ABSTRACT. This interdisciplinary, university-level program, unique in that it is presented in the field, is primarily designed for full-time public health professionals in the 13 western states, sponsored by the Schools of Public Health of the University of California (Berkeley and Los Angeles) and the University of Hawaii, and administered by the Western regional Office of the American Public Health Association. State Public Health Association continuing education committees their subcommittees assess state interests and needs, examine working drafts of current course offerings and long-range curriculums, and help evaluate the courses. The Continuing Education Committee of the Confederation of Western Affiliates makes regional surveys and policy recommendations. The Faculty Advisory Committee, composed of faculty members from participating Schools of Public Health, adopts long-range curriculums based on recommendations by the state continuing education committees and approves proposed courses. Its subject area subcommittees develop their own programs and plan individual courses. The course coordinator works with staff, advisory committees, and liaison persons on staffing, courses, and publications. (ED 012 865)

A TRAINING PROGRAM ON MANAGEMENT DEVELOPMENT FOR HEALTH AGENCY PERSONNEL. Pennsylvania State Univ., University Park, Continuing Educ. Dec 1968. 25p.

ABSTRACT. The purpose of this workshop was to take research data and information generated from conference discussion and use it to initiate or improve management development programs in the health service field. It was held under a grant from the Public Health Service, United States Department of Health, Education, and Welfare. Participants in the group included hospital administrators, personnel directors, and other hospital officials, and representatives of the hospital associations of Pennsylvania, New Jersey, and New York. Obstacles to, and opportunities for, Management development programs in hospitals were discussed. New developments in educational technology and in educational media were presented. The group recommended that management development be made a priority responsibility for the hospital associations and regional associations, and that assistance from the universities be obtained. (AC 003 275)

THE PERCEPTIONS OF KEY HOSPITAL LEADERS AS TO THE COMPETENCIES REQUIRED FOR HOSPITAL ADMINISTRATION AND THEIR IMPLICATIONS FOR PROFESSIONAL EDUCATION (Dissertation proposal). Austin, Theodore A. Boston Univ., Mass. School of Education. 1967. 55p.

ABSTRACT. A proposed research project is described for determining the knowledge and skills of highest priority in planning graduate programs of education in hospital administration. The project will involve formulation of 50 short descriptions of administrative decision situations, isolation of 12 problem classes by a panel of experienced hospital administrators, a random sampling of hospitals in five states as to the competencies needed for successful decision making, and (using the results of the sampling) interviews with professional educators to obtain suggestions for developing suitable curriculums. Findings will be summarized in text, interpreted, and made available to schools of hospital administrators, hospital publications, and other interested parties. The document includes appendixes, reviews of earlier reports, and 35 references. (AC 001 644)

PROGRAMMED INSTRUCTION AND THE HOSPITAL, A REPORT ON THE USE OF PROGRAMMED INSTRUCTION IN HEALTH CARE INSTITUTIONS. Hospital Research and Educational Trust, Chicago. 1967. 162p. \$6.00.

ABSTRACT. The first section of this report on programmed instruction in the health care field examines the hospital milieu and such problems as personnel shortages, increasing specialization, and strict technical and educational requirements. The second section reviews some recent advances in behavioral technology, fundamental principles of teaching machines, procedures for evaluating program effectiveness, and

problems encountered in preparing programmed instructional materials. Current applications in operating room training for instrument nurses and in professional continuing education and patient orientation concerning diabetes, are described. In the fourth section, the value of programmed methods for use with inpatients, outpatients, administrative personnel, technicians, and other hospital subprofessionals is discussed. The document includes tables, charts, and extensive references. (AC 001 672)

MENTAL HEALTH AND PSYCHIATRIC NURSING IN PRACTICAL NURSE EDUCATION. Crawford, Annie L. Southern Regional Education Board, Atlanta, Ga. U.S. Office of Education. Bureau of Research. May 1967. 55p. EDRS PRICE MF-\$0.25 HC-\$2.85.

**ABSTRACT.** Thirty-one professional nurse educators in schools of practical nursing in the Southeast attended a two-week clinical workshop on psychiatric nursing at Western State Hospital, Staunton, Virginia, in August 1966. They reconvened for a three-day follow-up conference at Atlanta, Georgia, in January 1967. The project was undertaken to update the instructors' knowledge and skills in mental health and psychiatric nursing, and to develop educational objectives, curriculum, instructional materials, and procedures for use in practical nurse instruction. A project director, three mental health-psychiatric nursing specialists, three clinical nursing instructors, and professional staff members from Western State Hospital and DeJarnette Sanitarium served as faculty. Trainees participated in staff conferences, group and individual instruction (including lecture discussion sessions), clinical practice with patients, and one field trip. They prepared instructional materials and undertook the integration of mental health and psychiatric nursing content into the curriculum. During the follow-up conference, faculty and trainees reviewed progress made and problems encountered, refined the original instructional materials, and made recommendations for further action. (The document includes reference and study materials, films, and nine other appendixes.) (ED 015 391)

PARTNERSHIP IN LEARNING, AN HISTORICAL REPORT, 1960-1966. Leonard, Alvin, and Parlette, G. Nicholas. American Public Health Assn. Western Regional Office. 1967. 44p. EDRS PRICE MF-\$0.25 HC-\$2.30.

**ABSTRACT.** The history (1960-1966) of the continuing education program of the western branch of the American Public Health Association is reviewed, together with the professional educational needs and the Federal support that brought it into being. Of particular note are the seminars and courses developed on such topics as chronic disease, health services administration, mental health, and environmental health during this period. An account is also given of the current (1967) organizational structure (including the committees

representing the 13 member states), sources of funds (mainly tuitions, grants, and contracts), responsibility for curriculum development and course presentation, methods of study and instruction, program evaluation (notably the use of PERT procedures), and practical applications in state public health program administration. (The document includes educational qualifications of 1966-1967 registrants, and eight figures and tables.) (ED 015 402)

RESEARCH ON THE USE OF PROGRAMMED INSTRUCTION AMONG ADULT LEARNERS IN PROFESSIONAL HEALTH FIELDS. Paper presented at the National Seminar on Adult Education Research. Lysaught, Jerome P. Chicago, February 11-13, 1968. 15p. EDRS PRICE MF-\$0.25 HC-\$0.85.

ABSTRACT. As part of a University of Rochester effort to explore the use of self instructional programs and materials in educating doctors, nurses, paramedical personnel, and patients, three studies of program utilization and effectiveness were made. Data were obtained on completion and noncompletion of a programmed course on allergies, user reactions as to its usefulness, and attitudes toward the use of more programmed materials. In two studies of programmed instruction in cancer diagnosis, treatment, and patient management, achievement was measured in programmed and conventional instruction. In the allergy program, course completions (87.5 percent), positive reactions (96 percent), perception of practical value (93 percent), and favorable responses on the use of more programmed materials (95 percent) indicated that effective programmed materials would be welcomed by health practitioners. In the cancer program, achievement results showed that programmed instruction taught effectively and in a comparatively superior fashion to traditional methods. (Included are five tables, eight references, and background discussion.) (ED 017 879)

AN ENQUIRY INTO THE NEED FOR CONTINUING EDUCATION FOR REGISTERED NURSES IN THE PROVINCE OF ONTARIO (M.A. thesis). Flaherty, M. Josephine. Toronto Univ., Ontario. 1965. 176p.

ABSTRACT. A random sample of female registered nurses on the roll of the College of Nurses at Ontario in April 1965 was surveyed to determine their need for continuing education. Nurses preferred to study nursing subjects, on a credit basis, in a short course. Age, marital and employment status, level of education, occupational goal, type of position, and field of employment seemed to influence the type of programs preferred, with home responsibility the most often named deterrent. About one-third reported that their educational needs were not being met. For the others, reading and inservice programs were the most effective methods. The educational activities of professional associations appealed to nurses with education beyond the diploma level. About 40 percent of the nurses were granted time off with pay to attend professional meetings. It is recommended that courses in current trends in nursing be offered, and well advertised, by the nurses' association

or college, with liberal education introduced at a later date, that professional library facilities be expanded, and that home study programs be developed. A study of the learning habits of nurses should be attempted. (The document includes 21 tables, the questionnaire, and a list of educational programs.) (AC 002 279)

CONTINUING PROFESSIONAL EDUCATION PROGRAMS OF VOLUNTARY HEALTH AGENCIES. American Medical Association, Chicago, Ill. June 1967. 26p. EDRS PRICE MF \$.25, HC \$1.40.

ABSTRACT. Organizational objectives and professional continuing education programs of ten voluntary health agencies--Allergy Foundation of America, American Cancer Society, American Heart Association, Arthritis Foundation, National Association for Mental Health, National Foundation for Infantile Paralysis, National Society for the Prevention of Blindness, National Tuberculosis Association, Planned Parenthood Federation of America, and United Cerebral Palsy Associations--are described. Included is information on types of educational programs, fellowships and other grants, instructional materials, publications, and exhibits and films for loans. (ED 021 188)

PRIORITIES IN PATIENT-CARE RESEARCH AND CONTINUING MEDICAL EDUCATION. Williamson, John W.; and Others. U.S. Public Health Service, sponsor. In Journal of the American Medical Assn., v204 n4 p93-98. Apr 22, 1968. 6p. Available from Dr. John W. Williamson, 615 N. Wolfe St., Baltimore, Md. 21205.

ABSTRACT. A priority system has been developed to define areas of patient care research or education or both that might be most rewarding in terms of potential improvement of medical care. This system, applicable to any given population, consists of three sequential steps: (1) ranking each medical condition according to expected patient impairment, (2) determining which of these conditions encompass sufficient preventable or remedial impairment to warrant the third step, and (3) assessing medical care provided, to identify where further effort might be indicated to effect improvement. As a result, investigation of six top ranking disease categories at the Rockford, Illinois, Memorial Hospital revealed areas of educational needs ranging from those where little instructional effort seemed warranted to those where immediate action seemed indicated. (The document includes nine tables and charts and eleven references.) (AC 002 706)

ELEMENTS CONTRIBUTING TO THE PERSISTENCE OF REGISTERED NURSES WHO COMPLETED BACCALAUREATE REQUIREMENTS AT INDIANA UNIVERSITY AS A SUPPLEMENT TO THE BASIC NURSING PROGRAM. Perry, Lucy C. In Adult Education; v18 n4 p272-291. Sum 1968. 20p.

**ABSTRACT.** The records of 115 registered nurses completing baccalaureate degree requirements in nursing at Indiana University 1963-1965 were studied to determine what elements were present in the nurses who persisted in completing degree requirements. Findings indicated that elements of persistence included continuing college education immediately after graduation from the basic program in nursing, high school rank predicting academic ability in college, prior college credits with minimal non-transferable credits, and 88 percent graduating with a grade point average of 2.5 or above on a four point scale with 46 percent eligible academically for graduate study. The study also includes implications for counseling high school students and nursing students with potential toward continuing education. Document includes 17 tables. (AC 002 829)

**ANNOTATED BIBLIOGRAPHY ON INSERVICE TRAINING IN MENTAL HEALTH FOR STAFF IN RESIDENTIAL INSTITUTIONS.** National Inst. of Mental Health, Chevy Chase, Md., Community Mental Health Centers Staffing Branch. 1968. 46p. EDRS PRICE MF \$0.25 HC \$2.40.

**ABSTRACT.** The annotated bibliography of periodical literature through August of 1967 is the third in the series of four pertaining to in-service mental health training for personnel in residential institutions. It includes materials on training in mental hospitals, institutions for the mentally retarded, child care residential institutions, and nursing homes. Bibliographic references for published proceedings of the 1963 regional planning conferences on inservice training programs in mental health, sponsored by the Training Branch of the National Institute of Mental Health precede references on multidiscipline, multi-level training, and training professionals (administrators, psychiatrists, psychologists, psychiatric nurses), child care workers, technicians, aides, attendants, and volunteers (general, adolescent and student workers). A few references on roles and functions are included for their relevance to job descriptions and training objectives. Contributions from Scandinavian and Canadian Journals are among those from such periodicals as Mental Hospitals, American Journal of Nursing, Mental Hygiene, Journal of Psychiatric Nursing, Nursing Outlook, and American Journal of Psychiatry. The index refers to abstracts by number. (ED 023 990)

**PUBLIC HEALTH PROFESSIONALS AND CONTINUING EDUCATION: A SURVEY OF INTERESTS AND NEEDS IN CONTINUING EDUCATION IN THE WEST. SUMMARY REPORT.** Parlette, Nicholas and Others. June 1968. 30p. EDRS PRICE MF-\$0.25 HC-\$1.60.

**ABSTRACT.** Service to public health and allied professionals has long been the concern and major function of the Program for Continuing Education in Public Health, sponsored by the four Schools of Public Health in the West--and by the Western Regional Office of the American Public

Health Association (APHA). To assess the effectiveness of this program, a study of continuing education needs and interests was made during 1966-1967. Data were obtained on age, sex, education and training, experience, hierarchical position, type of employing agency, and other relevant characteristics of 1,355 professional public health workers in the western states, as well as on preferences for 78 course types and for newly proposed methods and techniques of instruction. Nineteen topics were selected by 20 percent or more of the respondents; eleven of these were already available or being developed. General problem areas, and skills in community and organizational problem-solving, were the major concerns; multidisciplinary courses were widely favored over single discipline courses; and television and videotapes were widely supported, but not teaching machines. Typically, participants were older, had more experience and higher positions, more often had advanced degrees, and were more likely to belong to the APHA or a state association, than nonparticipants. However, 66 percent of full-time professionals lacked a degree in public health. (ED 023 041)

CONTINUING EDUCATION FOR WHAT? Miller, George E. In *The Journal of Medical Education*, v42 n4 p320-326. Apr 1967. 7p.

ABSTRACT. Continuing medical education should mean continuing self-education, not continuing instruction--a shift away from preoccupation with courses and methods toward a concern for educational diagnosis and individualized therapy. Continuing education should lead practitioners to a study of what they do, to an identification of their own educational deficits, and to the establishment of realistic priorities for their own educational programs. One means of accomplishing this is to delineate the health needs of the population served by a practitioner or hospital staff, perhaps by weighting three variables: disease incidence, individual disability produced by these diseases, and social disruption, or the degree to which illness affects the family and related social units. Once health needs have been determined, an inventory of available resources can be developed. If it becomes clear that little can influence the outcome of a frequently-encountered problem, educational attention can be directed to other things about which something can be done, while research continues on problems remaining to be solved. Practitioners also need to be involved in an analysis of their use of the available resources. (AC 002 641)

CONTINUING EDUCATION AND PATIENT CARE RESEARCH: PHYSICIAN RESPONSE TO SCREENING TEST RESULTS. Williamson, John W. and Others. Sept 18 1967. 5p. Reprinted from the *Journal of the American Medical Assn.*, v201 n12 p938-942. Available from Dr. John W. Williamson, 615 N. Wolfe St., Baltimore, Md. 21205.

**ABSTRACT.** The feasibility of developing continuing education programs based on patient care research has been explored through a study of physician response to apparently unexpected abnormalities in three routine screening tests (urinalysis, fasting blood glucose, and hemoglobin). Initial assessment revealed no apparent response of any kind to approximately two-thirds of these test abnormalities. A specially designed workshop conference, a full complement of interns, and repeated newsletter reminders failed to improve the quality or quantity of responses. Obscuring abnormal data on the laboratory slip with removable fluorescent tape resulted in significant improvement, more than half of which was maintained six months after use of the tape was discontinued. This study illustrates the complementary relationship between patient care research and continuing education that can be profitably integrated in programs to improve medical care. (The document includes six tables and figures and five references.) (AC 002 707)

**CONTINUING MEDICAL EDUCATION, CHALLENGE OF OUR TIME.** Meighan, S. Spence, and Others. In Northwest Medicine, v65 n11 p925-943. Nov 1966. 19p. Papers presented at the Conference on Continuing Medical Education (Portland, Ore., April 1, 1966).

**ABSTRACT.** Offerings in continuing medical education may have kept pace with the explosion of scientific productivity but effectiveness is conjectural. We must apply scientific concepts to the problem by developing instructional objectives and evaluating methods in the light of their original purpose. Motivation for continuous learning can be aroused; one of the most successful methods will involve face-to-face contact, with participants being simultaneously learners and teachers. Within a community, the medical staff of a hospital have the authority to supervise the work of individual physicians and the responsibility to provide continuing medical education through a library, consultations, medical audits, teaching conferences, and liaison with medical schools. The university must become the focal point for continuing education because it has the major facilities, the faculties, and the potentialities to develop health sciences information centers. In Kansas, the Department of Post Graduate Medical Education of the State University provides circuit courses, presented at strategic points throughout the state, and varied types of programs on campus. Intensive instruction is given to individuals in small groups in the Clinical Traineeship program. (AC 002 712)

**CONTINUING EDUCATION COURSES FOR PHYSICIANS FOR THE PERIOD FROM SEPT 1, 1968, TO AUG 31, 1969.** Ruhe, C.H. Williams, and Others. American Medical Association, Department of Continuing Medical Education. 1968. 106p. Reprint from The Journal of the American Medical Association, v205, Aug 5, 1968.

**ABSTRACT.** The Fourteenth Annual Listing of continuing education courses for physicians, September 1, 1968 to August 31, 1969, includes 1,922 courses offered by 372 institutions, 30 of which are accredited. Courses are arranged in tabular style under 42 different subject headings, selected because of frequency of courses offered. Such information as location, type of course (circuit, home study and so on), time arrangement, number of hours of instruction, clientele served (specialists or general practitioners), beginning and ending dates, fees, and educational methods (lecture, bedside rounds and so on), are given in consecutive columns for each course. More popular courses include internal medicine, psychiatry, general medicine, pathology, surgery, pediatrics, and obstetrics-gynecology. Three editorials are also included on the proposed meeting of State Medical Associations on Continuing Education, growth in continuing education as revealed in the increased course listings, and The American Medical Association's recognition for the physician student through the granting of certificates and awards. (AC 002 821)

**CONTINUING EDUCATION FOR THE HEALTH PROFESSIONS .** Miller, George E. Illinois Univ., Urbana, Interprofessional Task Force on Continuing Educ. U.S. Public Health Service, Bur. of State Services, sponsor. Reprint from the Journal of the American Physical Therapy Assn., v47 n5 p418-424. May 1967. 7p.

**ABSTRACT.** In 1966 a University of Illinois task force on continuing medical education sought to determine ways in which the health professions might cooperate in developing continuing education programs with a higher probability of improving patient care than conventional efforts directed toward separate professionals. The majority of existing medical continuing education programs appeared to be information and skill oriented rather than patient centered, professional meetings and courses and specialized literature were proliferating, uses of new educational technology were still quite conventional, and while programs within professions were vigorous and varied, interprofessional efforts were sparse and paltry. Cooperation among the health professions was probably impeded by differences arising from educational patterns and health care objectives, and by rigid perceptions of professional roles and prerogatives. However, it was found that, with a common problem and opportunity for joint inquiry into its solution, interaction occurred and favorable attitudes developed. A sequential program was suggested that would entail joint study of patient needs, evaluation of suitable measures, self-evaluations of performance, and action to meet the defined needs. (AC 002 708)

CONTINUING EDUCATION FOR MEDICAL PRACTITIONERS. Kendall, Patricia L. 1965. 13p. This document is the appendix to THE RELATIONSHIP BETWEEN MEDICAL EDUCATORS AND MEDICAL PRACTITIONERS, available for \$3.50, from the Association of American Medical Colleges, 2530 Ridge St., Evanston, Ill.

ABSTRACT. A survey was made of medical schools' provision for continuing education for physicians. While few such courses are provided in most communities studied, in one there is a department of post-graduate education with a full-time director, courses of high scientific content, lectures given in rural areas, and careful records of participants. These courses are not thought to be effective in improving the quality of medical care, but are considered a means of maintaining good relations with local practitioners, the state medical society, and legislators. Practitioners do not participate in post graduate courses because of scheduling problems, inadequate publicity, too many other meetings, or because they feel no need for the courses offered. Those prevented from hospitalizing their patients in the university hospital may hesitate to attend courses at the medical center. While some practitioners responded favorably to the courses, many complained that they are too theoretical, too formalized, and that the announced topics are sometimes changed without warning. (AC 002 618)

THE RELATIONSHIP BETWEEN MEDICAL EDUCATORS AND MEDICAL PRACTITIONERS, SOURCES OF STRAIN AND OCCASIONS FOR COOPERATION. Kendall, Patricia L. 1965. 122p. Available from the Association of American Medical Colleges, 2530 Ridge Ave., Evanston, Ill.

ABSTRACT. This report presents the range of opinions about medical education in different communities, issues that generate concern, and factors making for cooperation and conflict. Data were collected through personal interviews with medical educators and practitioners in eight communities. Several general themes emerged--(1) people with opposed interests and viewpoints may assume that they are in complete disagreement, yet objective analysis often finds that they agree on the facts of the case and disagree only on evaluation of these facts, (2) there has been a successive displacement of one group by another in medical education--full-time staffs displacing part-time teachers, specialists displacing general practitioners, researchers displacing clinical faculty, and the younger generations displacing the old, and (3) many full-time faculty members have been brought to the medical schools from outside the community and are considered to lack sufficient respect for the traditions and problems of the communities. (Document includes a section on continuing education for medical practitioners and six tables.) (AC 002 617)

LIFETIME LEARNING FOR PHYSICIANS; PRINCIPLES, PRACTICES, PROPOSALS; A REPORT FROM THE JOINT STUDY COMMITTEE IN CONTINUING MEDICAL EDUCATION. Dryer, Bernard V. June 1962. 146p. Reprint from Journal of Medical Education, v37 n6 pt2. Available from Association of American Medical Colleges, 2530 Ridge Ave., Evanston, Illinois, 60202.

ABSTRACT. Historical and present-day developments indicate that the continuing education of physicians is one of the most important problems in medical education today. The gap between scientific knowledge and application is increasing, largely because of the rapid advance of research, imbalance in the quantity, quality, and availability of opportunities for medical continuing education, and unsuitable patterns of educational organization and dissemination of knowledge. Organizing a nationwide coordinating structure is a task parallel with that of reassessing basic concepts of education. Knowledge and tools from the behavioral sciences, medical education, and communication technology (especially programmed instruction and educational television) are readily accessible. Personal satisfaction, freedom of choice, continuity, accessibility, and convenience are criteria of practicality. These criteria assume that learning is basically an individual, personal achievement, that motivation consists of personal standards of excellence, and that education is most beneficial when separated from regulation. (The document includes appendixes, diagrams, detailed proposals for a nationwide patient-centered system of medical continuing education, and over 300 references.) (AC 002 489)

ESTABLISHING A TELEPHONE DIAL ACCESS MEDICAL TAPE RECORDING LIBRARY. A REPORT. Meyer, Thomas C. Wisconsin Univ., Madison, Medical Center United Health Foundations, Inc., New York, N.Y., 19 . 13p. EDRS PRICE MF-\$0.25 HC-\$0.75.

ABSTRACT. Modern communications methods make it possible to provide post graduate education for physicians at a time and place convenient to them, and at a time when they are most receptive to new information. This project involves a library of tape recordings of 4-6 minutes duration, available by telephone dial access to practicing physicians. The recordings contain information of an emergency nature or present current recommended procedures. A list of available topics is circulated to physicians and they may call at any time of the day or night, request a recording, and it is played for them over the telephone line. A feasibility study, involving 88 tapes, has been conducted. This project will expand the library to 200 tapes, establish a duplicate library elsewhere in the state, continue exploration of transmission methods, explore increased automation, and evaluate the value and effectiveness of the system. (Document includes sample budget, summary of utilizations, and evaluation forms.) (ED 021 160)

## V. EDUCATION

THE INDIANAPOLIS CENTER: REPORT ON TEACHER PREPARATION PROGRAM FOR INDIANAPOLIS PRE-SCHOOL CENTERS. Ingalls, Lucille. Oct. 1965. 4p. EDRS PRICE MF-\$0.25. HC-\$0.30. Also available in Teachers College Journal; v37 n1 p9, 47-48 Oct 1965.

Abstract. Described is a training institute for teachers and school community workers who would be working in preschool centers. Trainees spent their mornings doing their field work in a Head Start classroom and afternoons in discussion groups with their instructors. Consultants from various disciplines addressed the training group. The school community workers also contacted relevant agencies who might recommend potential preschool children. An atmosphere of mutual cooperation and communication was encouraged by the institute leaders as a means of developing cohesion, and group dynamics sessions helped to ventilate anxieties and stresses. (ED 022 827)

INSTITUTIONAL ROLES FOR IN-SERVICE EDUCATION OF SCHOOL ADMINISTRATORS. Task force seminar on CONTINUING EDUCATION OF SCHOOL ADMINISTRATORS of the University Council for Educational Administration (Albuquerque, New Mexico, Apr 27-30, 1966). Lynch, Patrick, ed. and Blackstone, Peggy L., ed. Apr 1966. University Council for Educational Administration, 65 South Oval Drive, Columbus, Ohio. 42100 \$2.50. 145p.

Abstract. A report of a task force seminar of the University Council for Educational Administration reviews the status and problems of in service and continuing education of school administrators. Various authors consider the institutional arrangements for such education, the process of change in school systems, and new models for provision of in service training of administrators. Papers are presented on continuing education in medicine and on management education programs. The role of the university and its relations with the school systems are considered. Included are implications and comments by seminar participants. There is a list of participants. (AC 001 826)

THE FUTURE ROLE OF THE HIGHEST RANKING WOMAN STUDENT PERSONNEL ADMINISTRATOR IN THE COLLEGE OR UNIVERSITY AND A SUGGESTED TRAINING PROGRAM. Haller, Lola Marie. Michigan State Univ., Ed. D. Thesis. 147p. 1967. University Microfilms (Order No. 68-4146, MF \$3.00, Xerography \$7.00).

Abstract. This study sought to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest an appropriate training program. Data on relevant historical factors, influential background and educational characteristics, potentially influential educational and societal concepts, and suitable characteristics and background were obtained from the literature and by interviews with acknowledged leaders in

college student personnel administration. Findings indicated that the role of these administrators is shifting from basically custodial to primarily administrative and educational. The new role may involve some administrative responsibility in coordinating personnel services and working with students of both sexes, and interpretation of women's special educational needs to the students, faculty, and administration. The recommended doctoral program would be interdisciplinary, with course work in such areas as psychology, sociology, business, and personnel work, together with an internship. Further research on recruitment, motivation, and other topics was also urged.

THE DEVELOPMENT OF A MASTER TEACHER TRAINING CURRICULUM FOR TEACHERS OF OCCUPATIONAL LEVEL TRAINING PROGRAMS. Final report. O'Brian, John L. and O'Neill, John J. Rutgers, the State Univ., N.J. Graduate Sch. of Educ. 31 May 1966. 161p. EDRS PRICE MF-\$0.75 HC-\$8.15.

Abstract. A curriculum and course of study were developed to provide graduate training for teachers of disadvantaged youth. An interdisciplinary committee of specialists was organized to develop background materials and to evaluate and refine the work of its members. Practitioners were also invited to prepare papers on various aspects of student-teacher needs, skills, and characteristics. The curriculum was designed to provide teacher training at the Master's degree level. It was based on a progression from orientation to conceptualization, and from experiencing to integration of experiences. Included were presentations on (1) curriculum, (2) orientation workshop, (3) social psychology of the disadvantaged, (4) seminar in urban society, (5) field experience, (6) seminar in learning, development, and measurement, (7) educational processes for teaching the disadvantaged youth, (8) educational processes for teaching the disadvantaged youth, (9) seminar on professional issues, and (10) integrating option. Recommendations were that those implementing the program be cognizant of the need to develop adequate evaluation procedures. (ED 010161)

A DEEPER UNDERSTANDING OF CHILDREN. Banks, Virginia F. In Today's Education; v58 n2 p 31-32. February 1969. (AC 004 633)

DEVELOPING LOCAL LEADERSHIP. Maertans, Norbert and Schminke, Clarence. In Today's Education v58 n 2 p73-74. February 1969. AC 004 637

A STATEMENT ON CONTINUING EDUCATION IN SPECIAL EDUCATION. Wolinsky, Gloria F. In New Outlook for the Blind; v63 n1 p23-28. January 1969. (AC 004 636)

THE MANAGEMENT OF PROFESSIONAL EDUCATORS; MANAGEMENT DEVELOPMENT NEEDS IN THE EDUCATION FIELD. Diller, N. Richard. In Training and Development Journal; v23 n5 p48-49 May 1969

Abstract. Management development needs among professional educators are discussed in terms of motivational factors, job expectations of professional educators and/or managers, appropriate educational objectives, and the role of organizational climate and practices in successful development. (AC 004 271)

INSTITUTE FOR TRAINING RESEARCH WORKERS IN PUBLIC EDUCATION (ATHENS, GEORGIA, JUNE 13-AUGUST 12, 1966). Final Report. Kenney, James B. Georgia Univ. United States Office of Education, Washington, D.C. Bureau of Research, 24 Aug 1966 91p. EDRS PRICE MF-\$0.50 HC-\$4.65

Abstract: The purpose of the Institute was to train key public elementary and secondary school personnel in the Southeastern region of the United States in research methodology, statistical techniques, and electronic data processing as tools for research. The length of the training period was nine weeks. Thirty-seven trainees, all at the graduate level, comprised the group, of which 29 were administrators and eight were directors of research or curriculum supervisors. Instruction was specifically directed to those problems of research which presently exist in the public schools. The training included 57 contact hours in statistics and research, 45 hours in electronic data processing, and 45 hours in a research design laboratory situation, plus small group instruction in the use of data processing techniques for handling data and in unit record equipment operation. Enrollees formulated a research design together with appropriate evaluation techniques which would be made operational upon return to their respective schools. The Institute was declared to be highly successful. (ED 024 111)

THE ROLE OF UNIVERSITY EXTENSION IN MEETING THE IN-SERVICE EDUCATION NEEDS OF SCHOOL DISTRICTS. Schulman, Benson R. California Univ., Los Angeles. Ed. D. Thesis 143p 1964. University Microfilms (Order No. 64-9364, MF \$2.75, Xerography \$6.80).

Abstract. The role of University Extension of University of California, Los Angeles, in meeting in service education needs of school districts in Los Angeles, Orange, Riverside, San Diego, Santa Barbara, and Ventura counties was studied by reviewing University policies governing University Extension, and policies and needs of school district in service education. Information was collected through interviews with school district and University Extension personnel, review of literature, and surveys of 135 school districts by questionnaire. University policy limits extension programs by requiring programs to be supported by fees; not permitting selection of instructional personnel, course offerings, or budget development; and limiting courses to undergraduate and professional accreditation. School district policies included: use of incentives to encourage employee

participation in in service education; emphasis upon central office administration of programs; acceptance of assistance from outside institutions; and preference for graduate study. Among in service education problem areas treated by extension courses in 1961-1964 were mathematics, social studies, science, foreign language, reading, language arts, counseling services, and child study.

THE INFLUENCE OF HUMAN RELATIONS LABORATORY TRAINING UPON THE PERCEIVED BEHAVIORAL CHANGES ON SECONDARY SCHOOL SEMINAR INSTRUCTIONS. Krafft, Larry John. Michigan State Univ., Ph.D. Thesis. 185p 1967. University Microfilms (Order No. 68-4165, MF \$3.00, Xerography \$8.40).

Abstract. A study was made to determine if the laboratory training method can help teachers be more effective small group seminar leaders, and be more effective in their interaction with fellow educators. Two seminar instructors were selected from each of 17 secondary schools for the laboratory training; and a similar control group was selected for no treatment. Six months following the ten day training session, all participants, and a randomly selected team of departmental co-workers and principals, were interviewed; they reported on factors of stability and change. Students in the participants' seminars responded to the Perceived Small Group Seminar Atmosphere instrument. Participants were found to express feelings and information better; to be more understanding and accepting of suggestions, easier to get along with, willing to experiment; to have more flexible behavior and greater insight into themselves and their roles; and to be more self confident and poised in leading discussions. Students led by laboratory trained participants expressed increased satisfaction. It was concluded that the perceived behavioral changes of the laboratory trained participants improved instruction in seminar classes and made an impact on co-workers, teachers, and principals.

COUNSELOR RESEARCH TRAINING. FINAL REPORT. Long, Thomas E. Altoona Area School District, Pa. 26p 21 Oct 1968. EDRS PRICE MF \$0.25 HC \$1.40.

Abstract. A two-week research training institute was held to give 25 school counselors experience and training in the following areas: (1) use of data processing equipment, including key-punch, sorter, collator, reproducer, and interpreter; (2) preparation of simple statistical computer programs; (3) use of card and punched-type input to available computers; (4) use of concepts of central tendency standard deviation, correlation, chi-square, and t-tests; (5) use of Program Evaluation and Review Techniques (PERT); (6) use of experimental research designs, and (7) use of the ERIC system. The evaluation research carried out after termination indicates highly favorable responses with respect to content, staff, trainees and

budget. The major strength is seen in breadth of exposure to research concerns; the major weakness is seen to be the lack of time. Statistical summaries and samples of all forms are included. (ED 025 818)

SAUSALITO TEACHER EDUCATION PROJECT: STEP. A SAN FRANCISCO STATE COLLEGE-SAUSALITO SCHOOL DISTRICT COOPERATIVE ATTEMPT TO CHANGE TEACHER EDUCATION. Bixler, James E. San Francisco State Coll., Calif.; Sausalito School District, Calif. Progress report on a National NDEA Institute Project - Title XI presented at AACTE 19th Annual Meeting, Chicago. 20p. 1967

Abstract. The material in this report is taken from the Sausalito Teacher Education Project (STEP) Progress Report prepared for February 15, 1967, and is intended as an over-all description of the project which is a cooperative effort of San Francisco State College and the Sausalito School District to establish an off-campus Teacher Education Center. An introduction describes the funding, genesis, and objectives of the project, including the special focus on teaching the educationally disadvantaged. Under "Setting," the Sausalito School District and the functions of the Teacher Education Center are described. Subsequent sections describe "Administration and Personnel," "Instruction and Curriculum," "Evaluation, Instrument Development, and Research," and "Communications and Community Relations," followed by a brief conclusion. (ED 023 633)

THE EFFECTS OF TRAINING IN INTERACTION ANALYSIS ON THE VERBAL BEHAVIOR OF TEACHERS. Jeffs, George A. and others. Ed W. Clark High School, Las Vegas, Nev. 56p. Oct 1968. EDRS PRICE MF-\$0.25

Abstract. The hypothesis that "teachers who receive training in interaction analysis will increase their use of accepting or using ideas of students . . . and promote greater frequency of student-initiated talk" was investigated. Four teachers of mathematics and social studies were selected for interaction analysis training in the Clark High School (Las Vegas, Nevada) Interaction Analysis Inservice Teacher Training Program. Then videotapes made of their actual classroom lessons were analyzed using Ned A. Flanders' System of Interaction Analysis, and the information was transferred to a matrix. Data was analyzed empirically rather than statistically. Results confirmed the hypothesis. Additionally, results indicated (1) a decided increase in teachers' accepting, clarifying, and expanding student ideas from the first to the second semester; (2) a pronounced increase in unpredictable student statements during the second semester of the program; (3) a decrease in the number of student responses which were stimulated by the teacher (and somewhat restricted in scope) between the first and second semester; (4) a more indirect approach to motivation and control on the part of teachers during the second semester; (5) a decrease in the use of questions by teachers between the first and second semester; (6) a decrease in teacher initiation and an increase in student initiations and student response from the first to the second semester. (A 63-item bibliography is appended.) (ED 023 621)

AN ANALYSIS OF THE 1963-1964 NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS' ADMINISTRATIVE INTERNSHIP AND ITS IMPLICATION FOR THE INTERNSHIP IN EDUCATIONAL ADMINISTRATION. McGrew, Jean Byron. Northwestern Univ., Ph.D. Thesis, 357p 1966. University Microfilms (Order No. 67-4248, MF \$4.60, Xerography \$16.20)

Abstract. The primary purposes of this study were: (1) to establish, through a detailed examination of the professional literature, a set of criteria for those practices considered to be desirable to the operation of an administrative internship; (2) to collect data through a case study of the 1963-1964 NASSP administrative internship; and (3) to examine those data in terms of the established criteria. The sources of data included books, articles in professional journals, dissertations, personal interview of interns, written material and evaluations on file in the NASSP offices in Washington, D.C., and questionnaires sent to the school officials designated by the interns as the person most responsible for hiring them. Opinion in the professional literature allowed for the development of nine criteria in three broad categories: the relationship of the internship to the university, university supervision of internship, and internship experiences in the cooperating school. The data showed that the criteria were most successfully met in those areas in which the cooperating schools held the major responsibility and least successfully met where the cooperating universities held it. Universities preparing educational administrators have become increasingly interested in the administrative internship but are divided and uncertain about their proper role.

CHANGING THE BEHAVIOR OF SCHOOL PSYCHOLOGISTS: A TRAINING RATIONALE AND METHOD. Barclay, James R. California State Coll., Hayward Office of Education (DHEW), Washington, D.C. 3 Oct 1968 299p. EDRS Price MF-\$1.25 HC-\$15.05

Abstract. This report is concerned with the re-training of 30 existing school psychologists. It is based on the need for more effective school psychology practice, the emergence of a new social learning approach to school problems, and the development of television techniques for immediate learning. The study utilized an experimental design wherein randomized groups of applicants were compared to test the efficacy of new methods in effecting behavioral change were developed. Further, both control and experimental subjects were followed up in their setting. The conclusions of the study demonstrate strongly the efficacy of such a program in re-training existing manpower pools for more efficient consultation behavior. (ED 024 993)

A STUDY OF THE EFFECTIVENESS OF SENSITIVITY TRAINING IN AN INSERVICE TEACHER-TRAINING PROGRAM IN HUMAN RELATIONS. Lee, Walter Sidney California Univ. Los Angeles Ed.D. Thesis. 1967 129p. (Order No. 67-14,312, MF \$3.00, Xerography \$6.20).

**Abstract.** To test the effectiveness of sensitivity training in an in-service teacher-training program, this study compared two groups subjected to different experimental treatments and a control group. The subjects were 51 elementary teachers from three school districts in the Los Angeles area. Twenty teachers (ten in each of two T-groups) received ten two-hour sessions of intensive sensitivity training. Ten teachers received ten two-hour classes in the principles of human relations. Twenty-one teachers served as the control group, taking all measuring instruments, but receiving no human relations training. The groups were compared for effectiveness of training methods on the basis of several psychometric and behavioral criteria. Results showed that teachers who received sensitivity training improved their scores on the attitude inventory scale and increased their self-esteem on the Q-sort instrument significantly more than those in the control group. While there was no significant difference in teacher absenteeism rate between the two groups, the students of teachers who received sensitivity training were absent less often than were the students of teachers in the control group.

PACERREPORT, APRIL 1968. Owensboro City Schools, Ky. Apr 1968 50p.  
EDRS PRICE MF-\$0.25 HC-\$2.60

**Abstract.** PACERREPORT, established under terms of an ESEA Title III grant from the U. S. Office of Education to the Owensboro City Schools, Owensboro, Kentucky, is published to provide Title III project directors with a continuing source of news and information on educational innovation. This issue concentrates on 8 specific inservice case studies including the following: "A Self-Perpetuating System," San Bernardino, California; "An Opportunity for Professional Growth," Atlanta, Georgia; "Training Teachers to Train Themselves," Marion, Illinois; "An Area Pilot Program," Cedar Rapids, Iowa; "The Key to Improving Education is the Teacher," Stillwater, Minnesota; "Inservice Training-Audio-Visual Media," Durant, Oklahoma; "Mobilab: Teacher Training," Eugene, Oregon; "Individualization of Inservice Program," Stevens Point, Wisconsin. Included also are notes of particular importance to Title III projects plus a list of 9 PACE projects focusing on inservice education. There are other articles on funding for 1968, educational innovation, and teacher education, along with letters to the editor. (ED 023 620)

PILOT TRAINING PROGRAM WITH A POSTDOCTORAL INTERNSHIP IN INSTITUTIONAL RESEARCH (1966-1967). Stecklein, John P. Minnesota Univ., Minneapolis. Bureau of Instructional Research Office of Education (DHEW), Sponsor. Sep 1967. 37p. EDRS PRICE MF-\$0.25 HC-\$1.95.

Abstract. A program of 9-month postdoctoral institutional research internships was sponsored by the Institutional Research Council of Eleven (IRCE)--the Big Ten and the University of Chicago. It was established to provide on-the-job experience in well-established institutional research units in selected IRCE institutions. Five carefully screened trainees became interns at the Universities of Minnesota, Illinois, Indiana, Wisconsin, and Michigan State. Each director of institutional research acted as a mentor for the intern assigned to his institution. Interns participated in on-going research projects, focusing on as many aspects of institutional operation as possible, e.g. academic program, personnel, students, and finances. They came together for 2 seminars, attended 4 professional meetings, and each developed 2 projects: (1) a plan for the establishment of an institutional research operation in his home institution and (2) a design for a project to be undertaken when he returned there. Mentors and interns made checklist evaluations of the program and the internship experiences, and each intern's projects were rated by the 5 mentors. Results indicated that the objectives of the program were generally realized. Included are program schedules, the evaluation checklists, and summaries of checklist responses. (ED 021 810)

RESEARCH AND EVALUATION TECHNIQUES: PREPARING DESIGNATED PUBLIC SCHOOL PERSONNEL TO EVALUATE PRESENT AND FUTURE TITLE I PROJECTS (JUNE 20-AUGUST 12, 1966). Miller, Ebert L. Ball State Univ., Muncie, In . Office of Education (DHEW), Washington, D.C. Bureau of Research. 22 Aug 1966 18 . EDRS PRICE MF-\$0.25 HC-\$1.00

Abstract. An 8-week summer institute was conducted to train 27 public school persons to better evaluate Title I, Title III, and other curriculum-improvement programs. Focus was on improving the planning measurement and educational research competencies of the participants. A "core curriculum" of 12 quarter hours for graduate credit was supplemented by reading experiences, individual and small group projects, speakers and consultants, films and field trips. Because of background deficiencies of the participants, a course in statistics was added, and the research practicum was modified to include more teaching of research design and methodology than planned. The result was a lower level of research competency at the end of the institute than had originally been hoped for, but evaluations of pre- and posttesting, questionnaires, and semantic-differential-type attitude instruments indicated that substantial progress had been made toward achieving the original objectives. The need to continue such programs and to provide follow-up became clear. Outstanding aspects of the program, according to trainees, were the statistics course; the approach to curriculum planning, change, and evaluation, particularly as it related to educationally and culturally disadvantaged

children; the reading and discussion procedure; and individual and group projects. (ED 021 814)

A FOLLOW-UP STUDY OF OPINIONS HELD BY STUDENTS, FACULTY AND ADMINISTRATORS ABOUT OFF-CAMPUS UNIVERSITY CREDIT COURSES. Bailey, Frederick Sidney. Michigan State Univ., Ph.D. Thesis, 1965. 135p. University Microfilms, (Order No. 65-14,195, MF \$3.00, Xerography \$6.40).

Abstract. This investigation updated a study made in 1952, surveying the same population with the methods and questionnaire used in the earlier study. All the students (mainly public school teachers) enrolled in the off-campus courses of four Michigan universities, their faculty, and the Intermediate School District Superintendents in Michigan were surveyed. Opinions of the three groups toward these programs were determined, together with modifications teachers made in teaching techniques after completing the courses. Some conclusions were: (1) the students, faculty, and superintendents feel the off-campus programs should be expanded to provide more courses and improved library services: (2) little has been done to improve correspondence courses or off-campus centers with adequate library and audiovisual resources. After taking the courses, teachers were more democratic and allowed their students to participate in classroom planning. All three populations felt that off-campus credit courses are more valuable than correspondence courses.

YOUR LEADERSHIP DEVELOPMENT PROGRAM. Frasure, Kenneth J. Paper presented at the annual conference of the American Association of School Administrators (Atlantic City, New Jersey, February, 1968), Feb 1968. 22p. EDRS PRICE MF-\$0.25 HC-\$1.20.

Abstract. Inservice education of administrators has received too little attention from universities, state education departments, and the federal government. Recent developments in educational administration provide means for improving inservice education, particularly in leadership development. Various approaches to inservice education for administrators are discussed, and specific recommendations are made for improving programs of educational leadership development. (ED 021 330)

COOPERATIVE RESEARCH ACT EDUCATIONAL RESEARCH TRAINING INSTITUTE FOR PUBLIC SCHOOL RESEARCH PERSONNEL (June 13 TO AUGUST 5, 1966). FINAL REPORT. Erickson, Harley E. State Coll. of Iowa, Cedar Falls, Office of Education (DHEW), Washington, D.C. Bureau of Research. 1214 75p. EDRS PRICE MF-\$0.50 HC-\$3.85.

Abstract. An 8-week summer institute at the State College of Iowa in 1966 provided intensive training in educational research for 26 public school personnel. Participants had been assigned research responsibilities in their local districts for the coming year, so a seminar in educational research problems concentrated on practical planning and analysis of

individual projects. (A 2-day follow-up workshop is planned for December.) Also included in the institute program were courses in statistical analysis, research design, and evaluation; a guest speaker series of 13 reports on research developments in various fields; consultation with 5 visiting specialists on research techniques and opportunities; and field trips to system research project and computerized research centers. Staff members feel the institute accomplished much in terms of its objectives. Especially noteworthy was the high motivation of trainees which helped to overcome problems of heterogeneity. Trainees indicated satisfaction with the program and confidence in their ability to apply research methodology to local problems. For future institutes, more prop program balance could be achieved with fewer speakers and more data processing work. More time is needed for trainee selection and follow-up programs should be budgeted. Included with the report are 35 pages of publicity materials, all forms used in conducting the institute, weekly schedules and the evaluative comments of participants.

(ED 021 795)

A REPORT OF A SPECIAL TRAINING INSTITUTE TO DEVELOP EDUCATIONAL RESEARCH PERSONNEL (JUNE 13 TO AUGUST 23, 1966). FINAL REPORT. Saunders, Robert L.; and others. Auburn Univ., Ala. School of Education, Office of Education (DHEW), Washington, D.C. Bureau of Research. Nov 1966. 25p. EDRS PRICE MF-\$0.25 HC-\$1.35.

Abstract. A 10-week summer institute held at Auburn University in 1966 provided opportunity for short-term but intensive training in educational research for 29 public school administrators. Most of the participants were selected by their school systems as persons who, after completion of the institute, could be assigned research and curriculum development responsibilities. The program utilized a guest-lecture series, classes, films, discussions, tapes and seminars--all in conjunction with individual research projects later to be implemented by the school systems represented. Content emphases were on (1) curriculum development, (2) problems of educating the culturally deprived, and (3) choice of appropriate techniques for various research problems. Student evaluations of the program revealed general satisfaction along with constructive recommendations. Major weaknesses stemmed from the short time for publicity and participant selection. A follow-up institute for these participants as well as a new institute in 1967 are both recommended. Participants are listed; materials and program schedules are appended. (ED 021 797)

RESEARCH INSTITUTE FOR PUBLIC SCHOOL CURRICULUM PERSONNEL. FINAL REPORT. Curry, John F. North Texas State Univ., Denton, Office of Education (DHEW), Washington, D. C. Bureau of Research. 15 Aug 1966. 42p. EDRS PRICE MF-\$0.25, HC-\$2.20

**Abstract.** Thirty Texas public school curriculum personnel participated in a 9-week summer research training institute at North Texas State University in 1966. Courses offered were: (1) problem identification in curriculum revision, (2) research methods and design, and (3) evaluative procedures. Several activities were designed to familiarize students with computer center and library facilities. Students were informed about researchable problems and needs in varying curriculum areas by staff members and resource personnel. Difficulty was encountered in attempting to acquaint them with sources of funds for educational research, but each trainee formulated a research problem on which he planned to work in his school system during the coming year. Staff members and most participants felt that the institute was profitable. Among changes recommended for proposed future institutes are that more emphasis be placed on handling statistics via automatic calculators, that field trips be more carefully structured, and that there be more time for selecting trainees from a wider geographical area. Appended to this report are 16 pages of publicity materials, trainee record forms, and the program schedule. (ED 021 796)

REPORT OF THE POSTDOCTORAL EDUCATIONAL RESEARCH TRAINING PROGRAM OF CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES. Tyler, Ralph W. Center for Advanced Study in Behavioral Science, Stanford, Calif. Office of Education (DHEW), Washington, D.C. Bureau of Research. Aug 1967. 15p. EDRS PRICE MF-\$0.25 HC-\$0.85.

**Abstract.** Postdoctoral training programs at the Center for Advanced Study in the Behavioral Sciences utilize the ongoing activities of the Center for broadening and deepening the educational research competence both of scholars in the field of education and behavioral scientists whose work can contribute significantly to more adequate understanding of educational problems. Of the 50 scholars and scientists participating in the program each year, 4 in 1965-1966 and 5 in 1966-1967 were supported by Office of Education fellowships. Three were research workers in education; 6 were behavioral scientists who were encouraged to undertake some initial work in educational research. The programs do not assign fellows to courses, tutorial instruction or apprentice activity; they focus, rather, on encouraging scholars to collaborate on studies that fully utilize concepts, methods, and insights of various relevant behavioral sciences. The function of the Center administration is to facilitate the work of each individual, and of seminars and other working groups through providing space, equipment, library services, statistical advice, editorial services, research assistants, stenographic and duplicating services, and consultants as needed. The major portion of this report is a composite of statements by the 9 fellows providing descriptive and evaluative comments on their activities at the Center. (ED 021 817)

A STUDY OF THE PROBLEMS OF SELF-DEVELOPMENT OF A SELECTED NUMBER OF ASPIRING PRACTICING SCHOOL SUPERINTENDENTS. Williams, Roy Tillman. Boston Univ., School of Education, Ed.D. Thesis 1964 329p. University Microfilms (Order No. 66-12,810, MF-\$4.25, Xerography \$14.85).

Abstract. A survey of school superintendents participating in three inservice seminars held in 1962 collected information on perceived competencies for performance of role, perceived need for further development of competencies, forces impelling or restraining this development, and resources needed for this task. Data were gathered through interviews. It was found that knowledge of community and curriculum, human relation skills, attitude of commitment, belief in rights of the individual, and interest in community activity were competencies perceived as most important; knowledge of social sciences, skills of organizational ability, attitudes of optimism and belief in public education and interest in students were most highly developed competencies. Outstanding deficiencies were knowledge of finance, business skills, and financial management. Forces encouraging development of competency were the forces of change, and desires to serve and succeed. Discouraging forces included lack of money and time, and family obligations. Colleges and universities were seen to play the key role in development of competencies. Implications for effective planning of preservice and inservice educational programs are included.

CHANGES DURING AND FOLLOWING LABORATORY TRAINING, A CLINICAL-EXPERIMENTAL STUDY (In THE JOURNAL OF APPLIED BEHAVIORAL SCIENCE, 1(3)/215-242, Jul-Sep 1965). Miles, Matthew B. 1965. 28p.

Abstract. The difficulties in studying any treatment process are legion: vagueness in outcomes; imprecisely described processes; absent or noncomparable control groups; measures which sensitize the subjects; small numbers of (usually self-selected) subjects; and failure to specify a clear theoretical basis for predictions made. A population of 34 elementary school principals was studied intensively before, during, and after a two-week training laboratory, as were two carefully selected control groups. The underlying theory attempted to specify the contributions of personality variables, organizational press, and involvement in training processes during the laboratory to the explanation of obtained on-the-job change. In general, valid experimental-control differences were found. Changes as a result of the training seem primarily associated with active, "unfrozen" participation at the laboratory, and with reception of feedback. Personality factors, such as ego strength, flexibility, and need affiliation, do not affect learner change directly, though they do condition participation during the laboratory. Finally, organizational factors, such as security, autonomy, power, and problem-solving adequacy, serve to mediate the use of laboratory

caused learnings to some degree. These generalizations were supported by correlational analysis and by case studies of individual learners. (AC 000 804)

THE REPORT OF THE MICHIGAN STUDY OF INDUSTRIAL TEACHER COMPETENCE. Silvius, G. Harold and Ford, Andrew F. Wayne State Univ., Detroit. Coll. of Educ. May 1965. 127p. EDRS PRICE MF-\$0.50 HC-\$6.45

Abstract. The problem of this study was to determine practices and policies for keeping industrial education teachers in Michigan qualified within their evolving technical areas of specialization. It required (1) an investigation of desirable goals and program needs by organizational levels, (2) recommended practices and policies based on conclusions drawn from data, and (3) the formulation of proposals that might be submitted to selected foundations or government agencies for their help in improving the competence of industrial teachers. An interview form was developed to get the opinions of 56 people who were (1) representatives of business, labor, community colleges and technical institutes, (2) professors of industrial education, (3) teachers, (4) counselors and (5) administrators. There were 29 questions in the interview form, 20 pertaining to curriculum and nine pertaining to teacher competence. On the basis of data collected and shown in summary form for each question, eight proposals for an action program were drafted. These included (1) an experimental program to recruit and prepare needed industrial education teachers for Detroit metropolitan area schools and the adjoining community colleges, (2) a project for providing more adequate preparation for inservice industrial education teachers, and (3) a program at Wayne State University applied management and technology center to update and extend industrial teacher competency. (ED 014 529)

THE IMPROVEMENT OF AN IN-SERVICE EDUCATION PROGRAM THROUGH THE USE OF FOUNDATION FUNDS. Causey, John P. Oklahoma State Univ., Stillwater. 1959. 221p.

Abstract. The study reported on the inservice education program improvement of Morehouse Parish Louisiana public schools, through funds furnished by the International Paper Company Foundation, 1956-1958. Detailed description of Morehouse Parish, its schools, the established inservice education programs, how foundation support was obtained and how the program of inservice education was improved was included. Alabama Polytechnic Institute was consulted and helped formulate policy which served the three groups involved in the program, and enabled the schools to utilize foundation funds without interference or control by the foundation. The ten types of inservice projects were reported on in detail and included such projects as--a preschool workshop for parents and teachers, professional growth days, curriculum meetings, and study groups on subject matter. The six appendixes include such materials as--guide lines for personnel,

testing, grouping, and so on, parent-teacher workshop schedule and evaluation form, and reports on observations in various schools. (AC 000 287)

INSTITUTE FOR TRAINING LOCAL DISTRICT RESEARCH WORKERS. FINAL REPORT. Kimbrough, Ralph B. Florida Univ., Gainesville Office of Education (DHEW), Washington, D.C. Bureau of Research. 26 May 1967. 9p. EDRS PRICE MF-\$0.25 HC-\$0.55

Abstract. An 8-week summer institute designed to train 26 public school persons as research workers for their local school districts was conducted at the University of Florida in 1966. A year-long followup consisted of 1 two-day and 4 one-day seminars to discuss and evaluate progress on research under way. Institute courses included: (1) research techniques and methodology, (2) data processing and computer operation, (3) research design, and (4) research evaluation. One of the program's major strengths was the high level of morale noted among both students and staff; the rapport which developed not only facilitated individual research, but initiated a continuing cooperation between the University and the county school systems. Weaknesses of the program resulted from late notification of funding which handicapped selection of a homogeneous group of trainees. The staff considers the program successful. It recommends, however, that future institutes reduce the emphasis on statistics and computer language and increase the emphasis on practical application of research. (ED 021 802)

THE ROLE OF THE GUIDANCE COORDINATOR AS CONSULTANT IN THE IN-SERVICE EDUCATION OF TEACHERS IN ALABAMA (Ed.D Thesis). Warner, Josephine F.R. Columbia Univ., New York. 1963. 297p. University Microfilms (Order No. 64-1509, Microfilm \$3.85, Xerography \$13.50).

Abstract. Ways in which guidance counselors can help teachers develop ability in guidance were assessed in this study, primarily based on data collected during 1957-1958, with recent pertinent data added. Descriptions and evaluations were made of such in service education methods as staff meetings, conferences, professional reading and associations, team teaching, work experiences, and travel, and for lectures, films and film discussions, demonstrations, television, case studies, critical incidents, and manuals. Tape-recorded interviews, made with over 100 Alabama administrators, supervisors, guidance workers, and classroom teachers, indicated several changes needed in Alabama schools. Activities appropriate for guidance coordinators in inservice teacher education include assisting with a child's problems, creating and maintaining services in which teachers are co-workers, providing opportunities for conferences and casual contacts, participating in curriculum and administrative planning, evaluating guidance services and facilities, and keeping informed of avenues of inservice growth.

## VI. LIBRARY SCIENCE

THE ROLE OF CONTINUING EDUCATION IN CURRENT PROFESSIONAL DEVELOPMENT (IN American Library Association Bulletin, 61(3)/259-267, Mar 1967, Mar 1967). Houle, Cyril O. Mar 1967 9p. (AC 000292

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES. FINAL REPORT. Hall, Anna C. Carnegie Library of Pittsburgh, Pa. Office of Education (DHEW), Washington, D.C. Bureau of Research, Jul 1968. 198p. EDRS PRICE MF-\$1.00 HC-\$10.00

Abstract. Two main purposes of this study were (1) to determine knowledges and abilities needed to perform professional activities in large public libraries and (2) to determine the degree to which existing library education develops those knowledges and abilities. Using data collected from librarians in thirteen large public libraries and faculty in twelve library schools, a taxonomy of educational objectives for the preparation of public service personnel was compiled. Curricular content from participating library schools was also analyzed and compared to the desirable educational objectives. In addition to needed factual knowledges, desirable areas of higher intellectual achievement were identified, including comprehension, application, analysis, synthesis, and evaluation. Findings indicated that (1) librarians placed high priority on complex skills and abilities, (2) needed subject matter, related but not unique to librarianship, was not included in some library school curricula, (3) most factual knowledges regarding librarianship were adequately taught, and (4) the development of higher intellectual skills and abilities, above factual knowledge, was relatively neglected in the courses required for all students in the Master's Degree Program. Appendixes include a list of the participating libraries and library schools, a description of the methodology for recording data, and a 270-item bibliography. (ED 021 606)

AN EVALUATION OF THE COMMUNITY LIBRARIANS' TRAINING COURSES WITH SPECIAL EMPHASIS ON THE ENTIRE TRAINING FUNCTION IN THE LIBRARY EXTENSION DIVISION OF THE NEW YORK STATE LIBRARY. Allen, Lawrence A. New York State Library, Albany. Library Extension Div. 28 Jan 1966. 198p. EDRS PRICE MF-\$1.00 HC-\$10.00

Abstract. This study was designed to: (1) evaluate the Community Librarians' Training Courses which had been conducted for five years in New York State to train persons without professional library training who were serving as librarians and (2) appraise the entire training program of the Library Extension Division in order to make recommendations and provide guidelines for future growth and development. Methodology for the study involved intensive evaluation of two courses and questionnaires administered to all System Directors,

Consultants, and students. A major conclusion of the evaluation was that the Library Extension Division has entered the training field with the initiation of the series for the community librarians but that it must extend this service to others in the field, including professional librarians. Specific recommendations were made for the improvement of the Community Librarians' Training Course per se, the expansion of the Library Extension Division's training function and program, the training role of the Systems, coordination with agencies other than the Systems in developing training programs, and the development and structure of the training programs in the Library Extension Division and the field. Appendices include the study questionnaires, course evaluation tools, course outlines and materials, and a 107 item bibliography on training.

VOCATIONAL TRAINING FOR LIBRARY TECHNICIANS: A SURVEY OF EXPERIENCE TO-DATA. Martinson, John L. Office of Education (DHEW) Washington, D.C. Bureau of Research. 1965. 125p. EDRS PRICE MF-\$0.50 HC-\$6.35.

Abstract. Suggested by the shortage of personnel in biomedical libraries, this study was conducted to determine which institutions had established formal classroom training programs for library technicians. Information was obtained from 24 institutions through visits, correspondence, study of relevant documents, and interviews with administrators, teachers, students, graduates and employers. Each of the programs is examined separately, including discussion of background, student population, curriculum, reaction to program, libraries employing graduates and program faculty as well as reprints of journal articles describing the programs. It was found that most programs are offered in junior and community colleges and the majority are less than five years old. It is concluded that by standards of increase in enrollment, placement, and statements from employers and employees, these programs do appear to "work." Further research and development activity is recommended generally, while specific recommendations cover recruitment, instructional materials, teacher-training, operations research, job market, curriculum and evaluation. The recruitment, employment, and future direction of library technicians are examined separately, and a selected bibliography of 24 items is appended. (ED 021 607)

## VII. LAW

CONSULTANT SERVICE AND WORKSHOP FOR LAW ENFORCEMENT OFFICIALS, ATTORNEYS AND JUDGES IN CENTRAL AND EASTERN KENTUCKY (LEXINGTON, MAYSVILLE, COVINGTON, CATLETTSBURG, PIKEVILLE, LONDON, RICHMOND, HARLAN, 1967-1968). Eastern Kentucky Univ., Richmond, School of Law Enforcement. 20 June 1968. 39p. EDRS PRICE MF-\$0.25 HC-\$2.05

Abstract. Eight one day conferences on law enforcement problems were set up during 1967-1968 on a regional basis in the Kentucky cities of Lexington, Maysville, Covington, Catlettsburg, Pikeville, London, Richmond, and Harlan. Police officials, judges, prosecuting attorneys, university faculty, and civic leaders were invited to participate. Total attendance was 462. In addition to participating in the prepared discussions on the announced topics, the officers had the unique advantage of the combined talent, experience, and knowledge of veteran judges and attorneys and of officers from other localities in reaching solutions to special problems. Each program dealt with cooperation of officers and prosecuting attorneys in case preparation; court procedures; officer demeanor in court; the effect of recent court decisions on police procedures; and police-community relations. The most important by-product of the conferences was the realization by law enforcement officers that they could communicate with prosecutors and judges and that such communication could be mutually beneficial. Although attendance was disappointing in some cities, many panelists felt that the favorable impressions gained by attendees would help increase attendance at future conferences of this kind.

(ED 023 986)

RELATIONSHIP BETWEEN THE CAREER CHANGES OF LAWYERS AND THEIR PARTICIPATION IN CONTINUING LEGAL EDUCATION. Taylor, Edward Bunker, Nebraska University, Lincoln. Ph.D. Thesis. 1967. 181p. University Microfilms (Order No. 67-10, 682, MF \$3.00, Xerography \$8.40).

Abstract. Data for a study of the relationship between career changes of lawyers and their participation in adult education were collected from questionnaires returned by 615 members of the Nebraska Bar Association, 51 personal interviews, and studies of work histories to classify lawyers as changeable or relatively stable in their careers. Lawyers who attended the largest number of adult education activities were law school graduates, below 35 years of age, and earning \$40,000 or more per year. Most lawyers were admitted to the bar and experienced special life events between the ages of 25 and 29, and experienced career changes between 30 and 34 years of age. "Change" lawyers participated in adult education, including legal seminars, at the start of their professional careers, during changes, and when they experienced special life events. Lawyers' participation in adult education increased steadily with the length of their professional

careers. Periods of job change and participation in adult education coincided significantly only during the first ten years of legal practice. The relationship between the number of lawyers who experienced special life events and their participation in adult education was most significant up to the age of 39 and between the ages of 45 and 49 years.

CONTINUING LEGAL EDUCATION SURVEY OF NEBRASKA BAR MEMBERS. Knox, Alan B. In Nebraska State Bar Journal; v13 n4 p121-36 Oct 1964. 16p.

Abstract. In 1964 a questionnaire survey was conducted on the interests and characteristics of Nebraska lawyers in relation to continuing legal education. Questions dealt with such topics as type of practice, preferred scheduling, preferred subject matter and methodology, extent of self-directed study, participation in formal continuing legal education, length of time as a member of the bar, organizational membership, educational background, age and income. In addition, 52 randomly selected lawyers were interviewed. Characteristics of questionnaire respondents were compared with those of members of the American Bar Association, members of the Nebraska State Bar Association, and the Nebraska lawyers most interested in continuing legal education. One principal finding was that, in general, the characteristics of respondents were sufficiently similar to those of the State Bar Association as a whole. Because of these similarities, it seems warranted to generalize the most marked findings to the total membership. (The document includes 36 tables.) (AC 002 939)

EDUCATION AND TRAINING FOR CRIMINAL JUSTICE; A DIRECTORY OF PROGRAMS IN UNIVERSITIES AND AGENCIES (1965-1967). Piven, Herman; Alcabes, Abraham. Department of Health, Education and Welfare, Washington, D.C. 1968. 136p. EDRS PRICE MF-\$0.75 HC not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$.70)

Abstract. This directory lists academic institutions and service organizations which report major training programs for practice in corrections, law enforcement, and the courts. Part one lists the colleges, universities, and graduate professional schools which offer a major course of study for practice in the field of criminal justice. Part two contains a list of crime and delinquency centers which are structurally associated with a university and engaged in training. Criminal justice systems which conduct major inservice training programs are listed in part three: probation/parole; correctional institutions, and law enforcement systems. (ED 026 565)

A COMMUNITY--AND ACTION-ORIENTED TRAINING PROGRAM IN LAW AND PSYCHIATRY.  
Scrignar, C. B. and Sachse, Harry R. In Journal of Medical Education;  
v44 n1 p52-56 January 1969 (AC 004 639)

LEGAL REPRESENTATION FOR THE POOR; A GUIDE FOR NEW JERSEY'S LEGAL SERVICES PROJECT ATTORNEYS. Jarmel, Eli, Ed. Rutgers, The State Univ., New Brunswick, N.J. Institute for Continuing Legal Education. 1968. 462p.

**Abstract.** Prepared for New Jersey lawyers employed by Legal Services Projects, this book is designed to bring together the arguments available to the lawyers of the poor to redress unbalances in law and practice. There are numerous chapters and sections on such topics as the need for cooperation between the legal and social work professions; family and child welfare services in New Jersey (including employment services and training programs); rights of welfare recipients and applications; eligibility requirements other than financial need; determination if financial need; fair hearings and related provisions and procedures; the protection of low-income consumers from fraud and other abuses; and landlord-tenant problems relating to the proper maintenance of buildings and facilities and to the termination of tenancy. Ideas are advanced which are novel, and in many cases contrary to current law; and where existing judicial doctrines seem inadequate, changes in doctrine, or legislative remedies (as regards landlords and tenants), and administrative changes (as in consumer fraud) are suggested. Over 400 cases, statutes, and authorities are cited. (AC 002 891)

CATALOG OF CONTINUING LEGAL EDUCATION PROGRAMS IN THE UNITED STATES, MARCH 1967- OCTOBER 1967 (CLE catalog 4, Spring and Summer 1967). American Law Institute, Philadelphia. Joint Committee on Continuing Legal Education, American Bar Association, Chicago. Feb 1967 116p.

**Abstract.** The 4th issue of CLE Catalog lists programs scheduled for Spring and Summer of 1967 and new continuing legal education publications. Agencies reported on 203 courses in 33 states. The committee has not been able to obtain reports from all course sponsors or book publishers. Courses are listed by state and indexed by subject and chronology. Information was requested on course title and description, dates and location, lecturers, texts and outlines to be distributed, fee, and sponsoring organizations. Publications are listed by state where published and indexed by subject. Information was requested on title, author, number of volumes, pagination, copyright, price, and format. Members of the Association of Continuing Legal Education Administrators are listed. (AC 000 100)

DEVELOPMENT OF AN AUTOMATED PROGRAM FOR TEACHING MILITARY JUSTICE TO MEN OF VARIOUS APTITUDE LEVELS. Showel, Morris. George Washington Univ., Washington, D.C., HumRRO. June 1968 36p. Clearinghouse for Federal Scientific and Technical Information (AD-673-038, MF-\$ .65, HC-\$3.00).

Abstract. In an effort to build programs to teach cognitive-type material to men of widely differing aptitudes, exploratory work was conducted in military justice, one of the more abstract subjects in basic combat training. Objectives were identified and alternative tape and slide training programs developed--one slow-paced (designed for low-aptitude men), the other fast-paced (for high-aptitude men). The programs differed most in speed of presentation and amount of repetition. One group of trainees attended the slow program, and a comparable group, the fast program; both groups were made up of trainees with a similar distribution of AFQT scores. Both groups were tested immediately after the class to measure recall and again four weeks later for retention. A comparable group of trainees was tested before attending any military justice classes to measure entry-level knowledge. Men at all levels of aptitude learned from the programs and tended to remember what they had learned. The programs did not have differential effectiveness for men of different aptitudes. Whatever their aptitude, the trainees who took the fast program were more favorable to it than trainees who took the slow program were toward it. (The document includes tables and figures, a questionnaire, and an appendix on training objectives.)

## VIII. RELIGION

RELATIONSHIPS AMONG THE ACTIVITIES AND ATTITUDES OF CHRISTIAN CLERGY-MEN: A PRELIMINARY REPORT. Winter, J. Alan and Mills, Edgar W. National Council of Churches of Christ, New York. Aug 1968. 39p. EDRS PRICE MF-\$0.25 HC-\$2.05

Abstract. Three urban training programs for clergy sponsor Research on Training for Metropolitan Ministry (RTMM), a project of the Ministry Studies Board of the National Council of Churches. RTMM has two main objectives: to increase understanding of the relationships among the attitudes, skills, and activities of clergymen, and to identify changes in these aspects after training. The first goal is discussed in this report. Results of a questionnaire with attitude scales administered to 183 clergymen, most of whom were young, white, well-educated, and Protestant, indicated two main patterns of behavior; those with little time for congregational administrative work confer frequently with government officials and important private citizens in regard to social problems and those who spend over 10% of their time on congregational administrative work and regard traditional social action or congregation-oriented activity as most important. A third group regarded denominational or interdenominational work as the most important aspect of the ministry. A clergyman's activities seem most closely related to his own ideas of Christian mission and individual secular action. (ED 023 987)

CONTINUING EDUCATION AND THE CHURCH'S MINISTRY; A BIBLIOGRAPHICAL SURVEY. Gamble, Connolly C. Union Theological Seminary, Richmond, Va. 1967. 121p. EDRS PRICE MF--\$.50, HC-\$6.15

Abstract. A review is presented of books, articles, papers, and brochures from the period 1948-1967 that deal with, or are relevant to, the continuing education of clergymen. In the first section, problems with personal faith, the ministry of the Church, ministerial roles and tasks, and professional growth and learning are considered, together with pressures on individuals and their families. The next section concerns the need for churches to engage the laity more fully in mission and to understand technological and social change, relationships of religion and the churches to society, and the changing requirements of mission. Student decision and motivation, student recruitment and selection, personnel practices, clergy income, and issues and innovation in seminary training and subsequent continuing education are also examined. Conclusions and recommendations are set forth with particular reference to the United Presbyterian Church. The document includes 21 references and a list of residential programs. (ED 029 258)

THE VALUE ORIENTATIONS AND THE EDUCATIONAL PARTICIPATION OF CLERGY-MEN. PROGRESS REPORT. Klever, Gerald L. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969). Feb 1969. 13p. EDRS PRICE MF-\$0.25, HC-\$0.75

Abstract. This study investigated the relationship between the value orientations and the adult education participation of clergymen, and the relationship of the extent of participation and value orientation and religious tradition. The Leisure Activity Survey and a revision of the Differential Values Inventory were administered to 55 ministers, 55 priests, and 55 rabbis in greater Chicago. Only one component of participation (Cultural) was significantly related to value orientations. Four participation components (Periodical Reading-Instructional, Instructional-Hobby, Cultural, Mass Media) were significantly related to religious tradition alone. Extent of educational participation was significantly related to value orientations but not to religious tradition. The discrepancy between hypothesized and actual relationships was caused by the differences between laymen and clergymen, previous studies having been done with church members. Researchers could test the differences in educational participation, value orientations, and religious traditions between laymen and clergy of a religious tradition. (ED 025 724)

COMPETENCIES IN ADULT EDUCATION OF SELECTED EPISCOPAL PRIESTS, WITH IMPLICATIONS FOR THE SEMINARY CURRICULUM. Croft, Frederic Ashbrook. Indiana Univ., Bloomington, Ph.D. Thesis 1964. 187p. Univ. Microfilms (Order No. 65-3472, MF-\$3.00, Xerography \$8.60).

Abstract. This study sought to identify and analyze the adult education competencies (knowledge of adult characteristics, use of suitable teaching techniques, knowledge and use of educational goals and objectives and evaluation practices) of selected Episcopal priests, and to determine implications for the training of priests either in the seminaries or in adult education institutes and training programs. A questionnaire survey was made of 378 priests in the 30-40 age bracket, of whom 70% responded. Conclusions were that the priest is the key figure in much of the educational activity of the parish but is poorly trained for his educational task; that he depends too much on lectures with question and answer periods; that the priest is insecure in teaching adults and uninformed on the nature of the adult learner; and that seminaries are not doing an adequate job in training priests in adult education. Further research and adult education training in seminaries, revision of the present Canon on Christian education, and more financial and training assistance from the National Department of Christian Education, were called for.

CONTINUING EDUCATION FOR RELIGIOUS EDUCATORS. Bradley, J. C. In Religious Education; v63 n5 Sep-Oct 1968. Paper read at annual meeting of the Southeastern Religious Education Assn., Ridgecrest, N.C., July 27, 1967. 1968. 5p.

Abstract. The need for continuing education for the clergy is to be seen primarily in terms of the church's need for superior leadership that will enable it to fulfill its world mission. The clergyman needs to engage in foundational learning to understand change and grapple intelligently with its theological significance, in functional learning to better professional and interpersonal relations skills, and, in facilitative learning in order to improve his own learning skills and to be familiar with various resources for educational experience. He must also develop a personal strategy for continuing education which will be consonant with the factors of church support, availability of time, financing, and personal motivation. (AC 003 654)

CONTINUING EDUCATION OF MINISTERS. Ziegler, Jesse H., Ed. In Theological Education; v1 n4 p197-246 Sum 1965.

Abstract. In twelve essays the continuing education of ministers is discussed, as sponsored by seminaries, denominational groups, colleges and universities, interdenominational groups and agencies, conference centers, professional or special interest groups, and individuals. Although the role of the seminary in continuing education for ministers is debated, it is admitted that seminaries have four resources needful for such a program--faculty, library, students, and housing. Programs exist at Union Seminary in Richmond, Virginia; at Harvard in the Merrill Fellowship Program which enables 10 ministers from various denominations each year to study for one semester; at the Presbyterian Institute of Industrial Relations, which gives a month of supplementary training to ministers and theological students for work in urban and industrial areas; at Gettysburg--the S.T.M. (Master of Sacred Theology) Program; and at San Francisco Theological Seminary--the S.T.D. (Doctor of Sacred Theology) Program; as well as at many other institutions. Other subjects discussed were the hazards for the seminary in continuing education, how it prepares for programs of continuing education, and how it finances them. (AC 003 807)

PARISH AND COMMUNITY, A MODEL FOR POST ORDINATION TRAINING (in CHURCH IN METROPOLIS 93/19-23, Sum 1967). Kidder, Maurice A. 1967. 4p.

Abstract. The model for post-ordination training originated in the Diocese of Western Massachusetts. Its basic aim is to provide clergy with the tools to familiarize Christians with the basic community problems and involve them in meaningful activities to solve them. This model requires that all new clergy prepare a Community and Parish Profile, by completing a comprehensive outline of questions and issues. Among areas to be studied are economics, government, law enforcement

institutions, associations, education, communication, recreation, and community resources. The survey of the parish includes analysis of the people, their professions, their relation to community concerns, and assessment of feelings toward the clergy's participation in local concerns. A summary of major parish problems is compiled. Reports are submitted two weeks prior to a series of six weekly, five-hour seminars, each dealing with one of the problems found in the studies. Resource persons from industry, labor, racial minority groups, law, government, or social work participate. Shorter spring seminars follow, and consist of role-played parish calls and discussions. (AC 001 507)

THE CLERGYMAN'S NEEDS FOR CONTINUING EDUCATION. Rossman, Parker. Yale Univ. New Haven, Conn. Divinity School. N.D. 15p. EDRS PRICE MF-\$0.25 HC-\$0.85.

Abstract. Questionnaires on perceived needs for continuing education were sent in February 1964 to all Yale Divinity School graduates of the classes of 1943, 1948, 1953, and 1958. Almost every respondent had been pursuing some sort of continuing education, largely in seminary credit courses, urban church institutes, missions or overseas study tours, clinical pastoral training, group dynamics workshops, and secular courses in such fields as sociology and psychology. A third of the 1948 and 1953 graduates, but less than a fourth of the 1958 class, reported continuing personal study in biblical, theological, and other areas. Most respondents were uncertain about continuing their education in the near future, mainly because of a lack of time and money. The expressed need for biblical and theological study was almost universal, but actual interest was strongest in refresher courses aimed at improving organizational and program work. Findings also suggest that interest in continuing education declines according to the length of time out of seminary. (Statistical data and verbatim comments are included.) (ED 014 651)

THE EMERGENCE OF CONTINUING EDUCATION. Adams, Henry B. EST 1966. 12p. EDRS PRICE MF-\$0.25 HC-\$.70

Abstract. The crisis over religious beliefs, rapid social change, the knowledge explosion, and availability of opportunities for study have contributed to a phenomenal emergence of continuing education for ministers. Because continuing education is more likely to be action research, it must ask what the church's mission is and what methods are most effective in achieving the objectives of mission. This promises to set a new center of gravity for theologizing--in a continuing dialogue between the theological faculties and mature and experienced ministers. The consensus and support for continuing education must have profound influence on changes in pre-ordination education--theological studies may be seen as the source for theories

which are confirmed or refined by practice, studies for ordination should prepare ministers for a life of continuous learning, methods must be those best suited to the mature adult, and theological schools should see their part in the educational function of the church and provide for the necessary interdisciplinary studies and faculty capable of assisting the education of mature, practicing ministers. (ED 015 366)

CONTINUOUS EDUCATION FOR MINISTERS. Adams, Henry B. Dec 1966. 11p. EDRS PRICE MF-\$0.25 HC-\$0.65.

Abstract. Revision of the concept of theological education is necessary to meet the expanding, complicated role of the minister as teacher, speaker, counselor, and civic leader. Continuous systematic education is necessary. At present there are five main types of programs available--(1) retreats, consisting of lectures, discussions, and reading, (2) independent study at seminaries, using library facilities and professorial consultation, (3) clinical programs of supervised experience and pastoral care in counseling of hospital and institutionalized individuals, (4) correspondence study, and (5) new degree programs extending over several years. The clinical program holds the greatest promise as it involves actual experience in human relationships. Resources and opportunities for continuing theological education must be made available on a massive scale, perhaps in such forms as funds for formal study and library expenses, and sabbatical leaves. An ecumenical approach for coordination and development of facilities will be necessary for effective program development. (ED 015 365)

NATIONAL CONSULTATION ON CONTINUING EDUCATION FOR THE MINISTRY (2d, University of Chicago, Jun 8-12, 1965). Proceedings. Chicago Univ., Ill. Center for Continuing Education. National Council of Churches of Christ, New York. Dept. of the Ministry. 1965. 178p. EDRS PRICE MF-\$0.75 HC-\$9.00

Abstract. Among the points of consensus emerging from the second consultation on continuing education for ministers was the decision that final responsibility for education programming rests within denominations, although ecumenical aid may stimulate it. Central coordination of educational efforts by cooperating denominations is desirable, but central administration, which might stifle the creative tension among them, is not. Counseling services will be essential if ministers are to build systematic programs of self-development. There was no clear agreement on the problems of--(1) relating content of continuing education to the performance of ministerial function, (2) financing a national program of individualized study, (3) motivation, including reconciling internal and external rewards of continuing education, and (4) educating educators to guide the programs. The

appendix contains resource papers on the objectives of continuing education for ministers on the land-grant campus and in general, long-range ecumenical plans, a proposal for an American Academy of Parish Clergy, a study of the results of a program of continuing education for Protestant clergy, and the motivation, curriculum, theory and method, and evaluation of continuing education for pastors. (ED 015 408)

CONSULTATION ON CONTINUING EDUCATION FOR THE MINISTRY (1st, Andover Newton Theological School, Newton Centre, Mass., Jun 15-18, 1964). Proceedings. Andover Newton Theological School, Newton Centre, Mass. 1964. 131p. EDRS PRICE MF-\$0.75 HC-\$6.65

Abstract. In an effort to state the problems of continuing education for the ministry, describe its aims, delineate an adequate program, define the roles of sponsors, evaluate the concepts emerging from other fields of continuing education, and advise on coordination of programs, Consultation speakers discussed the task of the minister in the changing world, in military service, in psychiatry, in the local parish, and in rural churches. Case studies included the education of physicians, citizens, and business executives, the Presbyterian Institute of Industrial Relations, Adult Education Association, the College of Preachers, and San Francisco Theological Seminary's in-service doctoral program for pastoral ministry. Following small group discussions, the Consultation recommended that seminaries prepare materials for ministers to use in home study on an orderly, sustained basis throughout their careers, examine their teaching philosophy and methods in light of the multiple roles of the modern minister, and that the Department of the Ministry, National Council of the Churches of Christ in the U.S.A. convene a National Committee on Continuing Education for ministers to plan leadership conferences, assemble and disseminate information on continuing education programs for ministers, and write guidelines for new programs. (ED 015 409)

ADULT LEARNING SEMINAR, PROCEEDINGS (Syracuse University, New York, June 12-16, 1967). Adams, Henry B., Ed. Syracuse Univ., N.Y. Continuing Educ. Center for the Public Service. National Council of Churches of Christ, New York. Dept. of Ministry. June 1967 104p. EDRS PRICE MF-\$0.50 HC-\$5.30

Abstract. This Adult Learning Seminar, outgrowth of meetings sponsored by the National Council of Churches, focused upon needs of ministers, objectives of programs of continuing education, and processes by which programs are evaluated. The changing world in which ministry functions was discussed in papers on ministry as education of the public, implications of the atomic age, functions of the church, forms for articulating its changing strategies, and implications. On-going programs described included a pilot training

program for ministers who influence urban environment, seminars held for young United Presbyterian ministers, the Tower Room Scholars Program at Union Theological Seminary in Richmond, and a program combining resident and in-parish study for degrees at San Francisco Theological Seminary. Education theory presented included age factors in creating issues for adults, emerging directions of higher educational institutions and their implications, relating objectives and evaluation, relating objectives and education procedures toward an operational theory of motivation, and current directions in theological education. Appended are a summary of participants' evaluations of the Seminar and a list of registrants. The charter, by-laws and other information about the Society for the Advancement of Continuing Education for Ministry are added. (ED 020 482)

A STUDY OF THE RESULTS OF A PROGRAM OF CONTINUING EDUCATION FOR PROTESTANT CLERGY. Stewart, Charles W. Institute for Advanced Pastoral Studies, Bloomfield Hills, Mich. 19p. EDRS PRICE MF-\$0.25 HC-\$1.05

Abstract. Data on the program of The Institute of Advanced Pastoral Studies were gathered through content analysis of 100 unsolicited letters from conferees, analysis of before and after questionnaires used with a conference and a control group and given to four spring conferences in 1964, and analysis of the Theological Studies Inventory used before the 1964 spring conference and four months later. It was concluded that temporary changes in role perception and behavior as a result of conference attendance may enable a minister to change in his relationship with laymen from a prima donna or laissez-faire style of leadership to one of "coach-player," changes varying somewhat with age and greatly with denomination. An orientation course can guide the conferee to learn certain principles and sensitize him to his mistakes in preaching, group counseling, or administration, but for lasting learning, additional training and work with laymen outside the church are needed. Parish ministers do a great deal of attitudinal and perceptual learning in a short, intensive experience, but there is need for follow up conferences six months to a year later. (Document includes six tables and a glossary.) (ED 021 190)

CONTINUING EDUCATION FOR MINISTERS: A PILOT EVALUATION OF THREE PROGRAMS. McCune, Shirley D. and Mills, Edgar W. 1967. 89p. EDRS PRICE MF-\$0.50 HC-\$4.55. Also available from the National Council of Churches, 1717 Massachusetts Av. N.W., Washington, D.C. 20036, \$2.00.

Abstract. Three continuing education programs for Protestant clergymen were studied to assess program impact, gain further understanding of the occupational roles and educational needs of ministers, and develop hypotheses and improved evaluation techniques. Goals and effects of the programs overlapped, with participants reporting much satisfaction.

General role and behavior changes were toward a greater orientation to people and a liberalization of ideas and feelings. Educational needs pertained mainly to perspective on one's ministry, stronger occupational identity, and the study of rapid social change; regional, age, and program format variations were more significant than denominational differences. It was recommended that such programs should incorporate evaluation research, sponsor research, and make their goals more specific. The new hypotheses were based on social and emotional effects of residential programs, effects of program structure on morale and vocational commitment, the apparent brevity of program impacts, and the possibility of having many ministers from a given system participate in the same program. (ED 024 870)

## IX. PUBLIC ADMINISTRATION

MID-CAREER EDUCATION FOR URBAN ADMINISTRATORS: PATTERNS AND POTENTIAL. Smith, L. L. A Paper prepared for the 1969 National Conference of the American Society for Public Administration. 1968. 19p. EDRS PRICE MF-\$ .25 HC-\$1.05.

**Abstract.** Mid-career education of local city administrators is necessary to meet complex and changing urban needs, and to make intelligent use of available technicians and specialists. The National Institute for Public Affairs sponsored three studies of such educational need in Detroit, Berkeley, and Syracuse, which resulted in the philosophy that mid-career programs should provide a general and interdisciplinary approach for understanding of the metropolitan community. The Syracuse University program conducted in 1967, and repeated in 1968, was attended by 45 public administrators from five upstate metropolitan areas. The program was conducted over a four-month period, involving two one-week in-residence training periods at both ends of the session. The first phase consisted of lectures, discussions, and workshops in preparation for analysis of the metropolitan area, which occupied the following two months. The resulting papers were discussed in the last residential week. (A brief description of a proposed year-long mid-career program for government officials and key private citizens developed by Syracuse's Dean Stephen Bailey is presented, also comments on appropriate mid-career curriculum, instructional methods, participants, and financing.) ED 029 219

CRITERIA THAT SHOULD INFORM A DOCTRINE OF MID-CAREER EDUCATION. Prepared for a conference on university education for mid-career government officials. (February 11-12, 1966). Egger, Rowland A. Princeton Univ., N.J. Woodrow Wilson Sch. of Public and Int. Affairs. 1966. 24p. EDRS PRICE MF-\$0.25 HC-\$1.30.

**Abstract.** Mid-career management and public affairs education for Federal civil servants required an accepted set of rules and standards for making judgments relating to the intellectual improvement of career civil servants who qualify for higher, more responsible administrative and policy making positions. Criteria for such a doctrine would pertain to changes achieved in individuals, purposes to be served by the educational experience, and the actual and potential suitability of a given educational setting. A wider perspective on one's own professional specialty, increased ability to analyze problems, a command of the generalities of logic and of non-quantitative analysis, an understanding of the purpose and nature of staff work, and the ability to minimize risks in public policy innovations are relevant objectives. However, considering the abilities and limitations of the average mid-career candidate and the liberal arts standard that dominates university graduate education, the underlying issue is really this--whether preparation for management

and public affairs is to be organized as integral, professional graduate education with its own content and methodology, or whether there can be an instructional apparatus which is professional for some students, semi-professional for others, and non-professional for still other students and for most of the faculty. (ED 016 898)

PROFESSIONAL EDUCATION AND THE PUBLIC SERVICE; AN EXPLORATORY STUDY. Mosher, Frederick C. California Univ., Berkeley, Center for Research and Development in Higher Education. Apr 1968. 170p. EDRS PRICE MF-\$0.75 HC-\$8.60

Abstract. This study was designed to assess major linkages of professionalism and professional education with the public service, to highlight some of the resulting problems within, and among, different professions, and to set forth hypotheses and questions to provoke and guide more intensive future research. Results indicate that professionalism is rapidly rising in American society, government at all levels leads in the employment of professionals, and administrative leadership is growing more and more professional in terms of education and experience. An increasingly direct and binding tie between professional education and careers, the relatively low prestige of government employment, notably among men, the inhibition of liberal arts in professional curriculums in favor of scientific subjects, bias against politics and government in professional faculties and curriculums, and limited attention to the special problems of management and administration in government agencies are among the other trends suggested. Moreover, public administration still seems to lack real professional standing. Research is needed on career and educational choice, social systems in higher education, roles and performance of educational systems, professional recruitment and employment, and related topics. (Eleven tables are included.)

ED 023 971

THE GREAT AWAKENING; INCLUDING A PLAN FOR EDUCATION FOR LEADERSHIP. Fletcher, C. Scott. The Fund for Adult Education, White Plains, N.Y. Available from the Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$.35) 1958 24p.

Abstract. A comparison of the Soviet and American philosophies shows that, while the Soviets educate their citizens to reach state goals, America has not concentrated on development of leadership for a free society. A program for the systematic education of leaders designed and executed cooperatively by organizations and educational systems should consist of discussion of vital issues at three levels: college classes and conferences for recognized leaders, liberal continuing education for potential leaders, and liberal adult education for all interested adults, regardless of their roles. A

second part of the specially designed program would be participation in voluntary affairs of the community and of associations. (AC 004 125)

**EDUCATION FOR PUBLIC RESPONSIBILITY.** The Fund for Adult Education, White Plains, N.Y. 1959. 23p. Available from the Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$.35)

**Abstract.** Concern for development of leaders in the free American society and a proposal for action are presented in this statement by the Directors of the Fund for Adult Education. Recommendations are made for improving formal education, providing opportunities for all to continue liberal education after formal education is completed, and for improving and expanding educational opportunities for leaders. Areas of concentration for the Fund will be projects in cooperation with mass media (such as awards for books and speeches); aid and assistance to educational institutions and national organizations undertaking programs for public responsibility; and fellowships for persons in universities and organizations involved in education for public responsibility projects. (AC 004 127)

**GUIDE LINES FOR TRAINING DEVELOPMENT ADMINISTRATORS** (In JOURNAL OF ADMINISTRATION OVERSEAS, 5(4)/229-242, Oct 1966). Stone, Donald C. Oct 1966. 16p.

**Abstract.** Development administration, concerned with social and economic change, has a different focus and covers different subjects from those in traditional courses in public administration, political science, economics, or law. In designing a curriculum, training centers should study the tasks and processes of development, administrative obstacles, and training activities in other countries. In the United States, there are few courses embodying the knowledge and skills related to development administration. In Europe the study of public administration has been dominated by faculties of law and therefore concern with maintaining the status quo. Most universities in other areas have copied these prototypes but in Latin America innovative developments in public administration education are especially notable. Traditional university organization is a major obstacle to establishing programs of stature and many schools have had to be set up outside the university framework. Every university and training center must determine the fields and categories of personnel on which to concentrate, project over the years needs for personnel and programs, vary the curriculum according to the personnel being trained, and provide a variety of programs--international, national, and local. (AC 001 833)

**STUDIES AND REPORTS RELATING TO TRAINING AND EDUCATION, FY 1968.** United States Civil Service Commission, Washington, D.C., Bureau of Training, Feb 1969. 111p. EDRS PRICE MF-\$0.50, HC-\$5.65.

**Abstract.** The 1968 directory of Federal training and education programs has been compiled to encourage wider use of findings by other agencies, to avoid duplication of research efforts, and to stimulate experimentation needed to keep pace with technological progress. Federal agencies report both completed and in-progress studies and include such agencies as Agriculture, Civil Service Commission, Defense, District of Columbia, Health, Education and Welfare, Interior, Justice, Post Office, Transportation, Treasury, and Veterans Administration. Agencies have used their own resources and personnel to perform these studies. The studies were designed to determine needs for training; develop training programs for effective manpower utilization; and to evaluate specific training programs and particular training methods. Each of the 95 studies reported includes a brief description of the study, performing organization and author, contact for further information, or availability of publication information. Studies are indexed alphabetically. (ED 028 341)

**INTERAGENCY TRAINING PROGRAMS BULLETIN, 1968-1969.** U.S. Civil Service Commission, Washington, D.C., Bureau of Training. 1968. 294p. EDRS PRICE MF-\$1.25, HC-available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1968 0-294-886)

**Abstract.** A bulletin listing training available for interagency use is published annually by the Civil Service Commission. Information includes names of agencies offering interagency programs, general course descriptions, enrollment requirements, enrollment fees, addresses of office offering course and training site, dates and length of courses, and a place to call or write for more information. A wide variety of courses is offered, covering executive management, supervision, financial management, management analysis, personnel management, communications, office skills and practices, office skills and administration, supply management, specialized agency programs, and health and safety services. A calendar of interagency training programs and an index of courses by agency are included. (ED 023 053)

**OFF-CAMPUS STUDY CENTERS FOR FEDERAL EMPLOYEES, FY 1968.** PAMPHLET T-4. U.S. Civil Service Commission, Washington, D.C. Bur. of Training. 1968. 158p. EDRS PRICE MF-\$ .75, HC-available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1968 0-324-348, \$1.25).

**Abstract.** This is a directory of 129 off-campus study centers sponsored in 1968 by 14 Federal agencies in cooperation with 91 schools and universities; nearly 26,000 government employees received career-related training and higher education opportunities. The agency may provide classroom facilities and training equipment;

the university provides the program. Generally, both credit and non-credit courses are given. The descriptions of the centers are grouped by sponsoring agency and include information on cooperating universities, programs offered, who may attend, general facts, and the person to contact for more information. (ED 029 197)

DEFENSE MANAGEMENT EDUCATION AND TRAINING. U.S. Department of Defense, Washington, D.C. Report No. DoD 5010. 16-C. 1 Oct 1968. 125p. Available from U.S. Government Printing Office, Washington, D.C. (0-318-442)

**Abstract.** The Defense Management Education and Training Catalog provides guidance to military and civilian personnel. It contains general information, a cross index of courses by topic and school, school information, course descriptions, special information (e.g. non-resident instruction, proposed schedules for 1969-1970), training support, and requirements for enrollment. The courses cover applied mathematics and statistics, automatic data processing, logistics, general management, industrial management, maintenance, production, supply, traffic, program evaluation and review technique (PERT), preservation and packing, procurement, systems development, property disposal, security administration, and value engineering.

EMPLOYEE TRAINING IN THE FEDERAL SERVICE, FISCAL YEAR 1968. U.S. Civil Service Commission, Washington, D.C. Bur. of Training. Feb 1969. 68p. EDRS PRICE \$.50, HC-not available. Available from U.S. Government Printing Office (1969 0-331-198, \$.65).

**Abstract.** A Fiscal Year 1968 report is made on employee training in the Federal service. The first section describes purposes of training (staff utilization, improved public service, occupational flexibility, and others) and resulting benefits. Part II summarizes the extent of participation in specific agencies, sources of training (internal, interagency, and nongovernmental), types of training, participation from trades and labor, general schedule, and other pay systems, the number and proportion of men and women trained, and numbers and total annual salaries of full time and part time training personnel. Part III covers such special interest areas as planned staffing and development in personnel management (including projections of needs, the sources and duration of formal programs, and types and methods of training); describes agency programs to equip employees to work with state and local government; and describes companion volumes to this publication. Appendixes list interagency courses and subject areas, interagency programs proposed for 1969, and long-term nongovernment facilities. (ED 029 200)

STATISTICAL ANNEX TO EMPLOYEE TRAINING IN THE FEDERAL SERVICE, FISCAL YEAR 1968. U.S. Civil Service Commission, Washington, D.C., Bur. of Training. Feb 1969. 153p. EDRS PRICE MF-\$ .75, HC-not available. Available from U.S. Government Printing Office, Washington, D.C. 20402 (1969, 0-329-271, \$2.75).

Abstract. Tables in this statistical supplement are based on data submitted by Federal agencies in their annual training report to the Civil Service Commission for Fiscal Year 1968 (see document AC 004 019). The first table (Tab A) summarizes all training activity and expenditures for the year, with data arranged by occupational levels (GS01=04 through GS16-18), training categories (professional and scientific, technical, supervisory and management, others), male and female participants, and other headings. The next group (Tabs B-H) cover various aspects in greater detail: training categories; participation from each agency; general schedule and wage board participants for each type of source (internal, interagency, long term and short term nongovernmental); expenditures by types of sources; and kinds of expenditures (fees and tuition, transportation, per diem). Sections I, J, and K cite training manpower and salaries for each agency. The last section gives full data on participation and expenditures as reported by the Department of Defense (including Army, Navy, Air Force, and related agencies), the Department of State (including the Agency for International Development), and 52 other agencies. (ED 029 201)

SUMMARY AND ANALYSIS OF LONG-TERM TRAINING, FISCAL YEARS 1962-1966. Dept. of the Air Force, Washington, D.C. Headquarters United States Air Force. 1969. 14p. EDRS PRICE MF-\$ .25, HC-not available.

Abstract. A summary of long term training programs (graduate study and/or research) provided for its civilian employees by the United States Air Force, and administered by colleges, universities, and senior service colleges includes information on participation, use of educational institutions, grade level and progress of employees, and current status of employees. During the period 1962 through 1966, 397 employees completed programs most of which were for a full academic year; many have received promotions and their rate of separation or transfer is much less than that of the average employee. (ED 029 183)

EDUCATION AND THE FEDERAL LABORATORIES: AN ASSESSMENT OF FEDERAL LABORATORY EDUCATIONAL ACTIVITIES AND THEIR PRESENT AND POTENTIAL RELATIONSHIPS WITH UNIVERSITIES. Federal Council for Science and Technology, Washington, D.C. Committee on Federal Laboratories. Mar 1968 90p. Clearinghouse for Federal Scientific and Technical Information (PB-178-018, MF-\$ .65, HC-\$3.00).

**Abstract.** This study investigates the use of Federal research and development facilities for advanced education and training (1) to determine how well Federal laboratories are doing in continuing educational efforts, (2) to make recommendations for improvements, and (3) to explore the potential of Federal agencies in contributing more broadly to the educational activities of the Nation. The study was conducted through onsite interviews of 75 Federal R&D laboratories. Nine recommendations are made for extending collaborative relationships between government laboratories and greater flexibility on the part of Federal laboratories in making their staffs and facilities available for teaching and research by students and faculty.

**PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS: PERSONNEL BIBLIOGRAPHY.** SERIES NUMBER 18. United States Civil Service Commission, Washington, D.C. 1966. 91p. EDRS PRICE MF-\$ .50, HC-\$4.65.

**Abstract.** This annotated personnel bibliography on planning, organizing, and evaluating training programs covers the following areas: Training Programs and Activities in the Federal Government; Philosophy, Policies, and Objectives of Training; Organization of Training; Program Development and Implementation; Determining Needs for Training; Evaluation of Training; Surveys of Training Programs and Activities in Business and Industry; Training Programs and Activities in the Public Service; and Selected Research Studies on Training. The first area includes overviews of Federal agency activities, program development and administration, training methods, program evaluation, internship programs, and legal background and history. (ED 029 202)

**EVALUATION OF THE PROFESSIONAL TRAINEE PROGRAM.** Weiner, Solomon. In Public Personnel Review; p197-206 Oct 1968. 10p.

**Abstract.** New York City initiated a professional trainee program to attract outstanding persons to municipal service. Data were gathered from their personnel files. Some of the characteristics of the recruits were found to be: median age of 24; two-to-one male-female ratio; 25% of those entering were from the eastern prestige colleges and most had social science backgrounds. The composition of the population of those who completed the training and were appointed to agencies was similar to the candidate population who passed the written tests except for a significant decrease in the percentage of those 35 years of age or older. There was a significant difference between the mean evaluations on human relations, professional attitude, and advancement potential for the two groups (those retained and those separated) but there was no significant difference between the mean evaluation on technical knowledge  
(AC 004 129)

TITLE VIII PROGRAM HOUSING ACT OF 1964; AND THE UNIVERSITY EXTENSION DIVISION OF RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY. Weidner, Madison E. In Adult Leadership; v18 n8 p347- 9+ Feb 1969.

Abstract. Title VIII, one of ten Titles of the Housing Act of 1964, covers training and fellowship programs and consists of two parts: Part I covers Federal-State Training Programs; Part II covers Fellowships for City Planning and Urban Studies. This article tells how Rutgers University obtained and used Federal and state funds to develop their Government Services Training Program, a noncredit program for government personnel. (AC 004 027)

LOCAL GOVERNMENT IN-SERVICE TRAINING; AN ANNOTATED BIBLIOGRAPHY. Stout, Ronald M., Ed. State University of New York, Albany. Graduate School of Public Affairs. Government Affairs Foundation, Inc., Albany, N.Y. Apr 1968. 88p. Available from Graduate School of Public Affairs, State University of New York, 1223 Western Avenue, Albany, New York 12203.

Abstract. This bibliography on inservice training is divided into four major categories: (1) Local Government Training in General; (2) Training Generalist Officials and Administrators; (3) Training Personnel in Functional Fields; (4) Bibliographies. Coverage includes elected representatives and executives; appointed managers, executives, and supervisors; and interns and trainees; together with such services and specialized functions as: corrections, juvenile delinquency, probation, and parole; finance and records; fire protection; public health; library services; planning, housing, and community development; police education; public works; parks and recreation; water and sewage; and welfare. There is an index of personal and corporate authors. (AC 003 761)

STATE-UNIVERSITY COOPERATION IN PROFESSIONAL TRAINING FOR THE PUBLIC SERVICE: THE CASE OF TEXAS. Barnes, Philip W. and Ray, James F. In Public Personnel Review. Jul 1968. 4p.

Abstract. To encourage more people to enter public administration work in Texas, a master's degree program requiring an internship in a state agency is required of students at the University of Texas. The goals of the program are to provide graduate education in public administration and to prepare students for management careers in the public service, especially at the state level. Students are placed according to interests and background ability wherever possible. Assignments are rotated frequently within the agency an intern serves, and one or more task assignments are given. For the seven months' internship, students work 20 hours a week and spend other time on regular course work and in informal

seminars and conferences conducted by state officials. Success of the program is probably a result of support from the Governor and his office and of the proximity of the University and the state capital. The cooperation between state and university officials has created more exchange of information and improved relations among all involved. (AC 003 289)

LEADERSHIP TRAINING: COMBINED NOTES OF CONFERENCES FOR THE EXECUTIVE MANAGEMENT SEMINAR FOR THE DIRECTORS AND MANAGERS OF THE STATE AGENCIES AND DEPARTMENTS OF THE STATE OF LOUISIANA AREA V. Quachita Valley Vocational-Technical School, Sponsor. 1968. 78p. Available from the State Department of Louisiana, Baton Rouge, Louisiana.

Abstract. A leadership training project was organized to improve the skills and abilities of government employees. After several area committee meetings were held, it was decided to start with the top executives who were surveyed to discover their needs. Areas covered by the program were delegation of authority; effective communication (through writing of letters, assistance to secretary, techniques in dictating, use of indexing); management decisions; personnel relationship; humanization versus automation; and planning work with clarity, knowledge, analysis, selection and so on. Also examined were performance, appraisal, innovations in management, success or failure factors, and public relations. (AC 003 073)

HANDBOOK OF TRAINING IN THE PUBLIC SERVICE. Starr, Joseph R. United Nations, New York, N.Y., Dept. of Economic and Social Affairs. 1966. 317p. Available from United Nations, Sales Section, New York, N.Y. (Sales No: 66.II.H.1, \$4.00).

Abstract. Intended primarily for officers responsible for organizing and conducting training for civil servants in developing countries but useful also in highly industrialized nations, this handbook discusses the principal kinds of training institutions, their missions and functions, and their internal organization and operational problems. It draws on the reports of United Nations experts who served in technical assistance programs and the reports of seminars, conferences, and workshops conducted by the United Nations and covers training before entering civil service; inservice training; organization and coordination of training programs; operational problems in training; and training methods, aids, and materials. Appendixes include a classification of training; standards for planning programs; a check list for training operations, materials, and personnel; and a bibliography for further research by training officers. There are extensive references and seven tables. This document is supplemented by AC 002 977, "Local Government Training." (AC 003 020)

LOCAL GOVERNMENT TRAINING. United Nations, New York, N.Y., Dept. of Economic and Social Affairs. 1968. 144p. Available from United Nations, Sales Section, New York, N.Y. (Sales No: E.68.II.H.2, U.S. \$2.50).

Abstract. In developing nations, the decentralization of responsibilities relating to agriculture, irrigation, public health and sanitation, and small and large industry necessitates the training in public affairs for local government officials. They need training in policy forming and administrative roles as well as a reorientation of attitudes toward the role of local institutions; and subprofessionals should be trained to assist. This work is performed by universities, institutes of local government and other agencies; methods used include correspondence study, lectures, meetings with instructors, and teaching by itinerant training teams and visiting inspectors, who use methods similar to those used in educational institutions. Some personnel are sent to advanced countries for preparation for special posts. No organization or institution can do all the training needed and thousands of small units cannot provide more than a minimum, so local government must be expanded with the help of national governments. (This document is a supplement to "Handbook of Training in the Public Service.) (AC 002 977)

INTERGOVERNMENTAL EMPLOYEE DEVELOPMENT, THROUGH UNIVERSITY EXTENSION AND STATE COLLEGE COOPERATION. Villanueva, A. B. In Training and Development Journal; v22 n10 p27-35 Oct 1968 9p.

Abstract. Moorhead State College offers classes sponsored by the University of Minnesota to provide Federal Government administrators in the Fargo, North Dakota-Moorhead, Minnesota, metropolitan region with public administration courses. The two schools made an informal agreement to cooperate, with the University of Minnesota offering extension courses in public administration, giving full credit for satisfactory grades, and paying the instructor, while Moorhead State College provides a free classroom once a week, has its bookstore buy and sell the textbooks, and provides a qualified instructor. The Minnesota public administration program allows students to earn a certificate in public administration after completion of 45 credits, at least 12 of which must be from the University of Minnesota. The variety of courses offered is wide, with five basic "core" courses, five "spread" courses in practical aspects of public administration, and subject matter courses in various social sciences. Class discussion is supplemented by guest lecturers and by outside case studies. A pool of government employees in the area is conducted prior to each semester to determine majority choice of course and meeting time. Employee interest is increasing and the program's supporters are optimistic about the future. (AC 002 835)

A PROPOSED PROGRAM OF MID-CAREER EDUCATION FOR PUBLIC ADMINISTRATORS IN METROPOLITAN AREAS. Report of an ad hoc faculty planning committee at the University of California, Berkeley, to the National Institute of Public Affairs. Mosher, Frederick C. California Univ., Berkeley. Institute of Governmental Studies. Dec 1965 106p.

Abstract. In 1964, the National Institute of Public Affairs invited plans for educational programs for state and local administrators at the Maxwell School at Syracuse University, the University of California at Berkeley, and the Metropolitan Fund in Detroit. This report is the proposed program for continuing education in metropolitan problems at Berkeley. The first half of the six month program would be course work on metropolitan problems and development. The second half would be devoted to group and individual research on selected metropolitan problems. The participants would be young public administrators who are considered by their employers to be promising prospects for top-level posts. They would be selected from such fields as education, transportation, general management, and urban renewal and such government jurisdictions as Federal, state, city, county, schools, and special districts. The interdisciplinary faculty would represent the social sciences and city planning. Part I of the proposal sets forth the basic considerations leading to the development of the plan. Part II is a concise statement of the proposal itself. In the appendix are supporting materials, including preliminary syllabuses of each topic in the basic course, reports on feasibility, and a statistical table of characteristics of public career executives. This document is available, for \$1.50, from the Institute of Governmental Studies, University of California, Berkeley.

A PROPOSED EDUCATIONAL PROGRAM FOR MID-CAREER LOCAL AND STATE GOVERNMENT OFFICIALS IN THE METROPOLITAN DETROIT REGION. Metropolitan Fund, Inc., Detroit, Mich. Jul 1966. 33p. Available, for \$2.50, from the Metropolitan Fund, Inc., One Woodward Avenue, Detroit, Mich.

Abstract. To design an educational program to alleviate the shortage of competent personnel for top level positions in local and state government, the Inter-University Advisory Committee (Michigan) explored (1) the feasibility of mid-career educational program, particularly in the Detroit Metropolitan Area, (2) the nature of the "knowledges" required of public executives in today's complex society, (3) the means of imparting these "knowledges" (course, curriculum, and teaching method alternatives) by universities, and (4) the experiences of universities around the nation in executive development education. Data presented in this report are based on interviews with selected decision-makers in representative communities, questionnaires completed by potential program participants, followup interviews, and a limited inventory of university sponsored executive development programs conducted in 1965. Document includes recommendations of the Advisory Committee, characteristics of mid-career officials, opinions of decision-makers regarding type and length of program, list of reported university programs

definable and not definable as mid-career education for state and local government officials, interview schedule and the questionnaire.

SCIENCE ADMINISTRATION, EDUCATION, AND CAREER MOBILITY. SUMMARY OF PROCEEDINGS AND WORKING PAPERS OF THE UNIVERSITY-FEDERAL AGENCY CONFERENCE (NOVEMBER 7-9, 1965). Randall, Raymond L., Ed., and Simpson, Dick W., Ed. Indiana Univ., Bloomington, Inst. of Pub. Admin. 1 May 1966. 97p. EDRS PRICE MF-\$0.50, HC-\$4.95..

Abstract. The 1965 University-Federal Agency conference focused on the midcareer training and educational needs of federal scientists. Participants representing government, industry, and universities explored in depth the potential utility of closer cooperation among all three sectors to prevent obsolescence of valuable skills and, by using the unique facilities of all three types of institutions, to develop individual capabilities as efficiently and fully as possible. The proceedings covered the dimensions of obsolescence, the need for a technological strategy, skill need at various levels, remedial or continuing education, trainee selection and motivation, communication and cooperation between universities and federal agencies, and proposed facilities. Three papers were prepared on the recruitment and career development of entry level (GS-5--GS-11) Scientists and engineers, mid-career and senior federal research and development employees (GS-3--GS-18), and federal laboratory, scientific, and technical directors. Also included were numerous charts and tables and a list of conference participants. This document is also available for \$2.00, from the institute of Public Administration, Indiana University, Bloomington 47405. (ED 019 563)

EDUCATIONAL NEEDS OF MANAGERS AND SUPERVISORS IN CITIES, BOROUGHS, AND TOWNSHIPS IN PENNSYLVANIA. Dubin, Samuel S. and others. Pennsylvania State Univ., University Park. Continuing Education. Jan 1968. Available, for \$2.00, from Continuing Education Business Office, J. Orvis Keller Building, The Pennsylvania State University, University Park. 16802. 111p.

Abstract. This study was undertaken by the Department of Planning Studies, Continuing Education, The Pennsylvania State University, (a) to determine the professional education needs of managers in municipalities and supervisors in cities in Pennsylvania, (b) to suggest methods of meeting these needs, and (c) to indicate the role of colleges and universities in helping to meet these needs. Data were collected through two questionnaires, one for managers in cities, boroughs, and townships, and one for supervisors in cities. Returns were received from 138 managers in 28 cities, 48 boroughs, and 20 townships, and from 186 supervisors in 28 cities. Managers and

supervisors provided information on their background, methods of updating, and the attitude of local government toward education. Managers indicated their own educational needs and also those of the men they supervise on 68 courses. Supervisors rated their educational needs on 16 courses. Recommendations are made for educational institutions, for cities, boroughs, and townships, for individual managers and supervisors, and for professional associations. (AC 001 940)

EDUCATION INTERESTS AND BEHAVIOR OF EAST CENTRAL FLORIDA MUNICIPAL OFFICIALS. Long, Huey B. Florida State Univ., Titusville. Urban Research Center. Mar 1968. 45p. EDRS PRICE, MF-\$0.25, HC-\$2.35.

Abstract. Mailed questionnaires gathered information from 25 elected and 36 appointed officials in seven east central Florida counties about their interests and behavior in regard to continuing education. The first phase of this study, in 1966, determined educational interests, while this, the second phase, determined actual behavior. Elected officials preferred activities provided by organizations other than educational institutions but participated little because of the lack of courses they wanted. Appointed officials preferred activities provided by educational institutions but did not participate much because of lack of time. Those who did participate were generally younger, with a higher academic achievement rate, and with more recent involvement in other educational activities than the non-participants. Among the subjects of study most wanted were fiscal policy, management, public relations, personnel management, polocy administration, and community planning. (ED 018 765)

CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA. Long, Huey B. Florida State Univ., Titusville, Urban Research Center. May 1967. 37p. EDRS PRICE MF-\$0.09, HC-\$1.95.

Abstract. This study investigated continuing education activities and attitudes of 71 city officials (mostly male and middle-aged) in 7 counties of east central Florida. A questionnaire obtained data on regularity of educational activities, preferred methods, interest in education related to their duties, desired subject areas, organizations and institutions considered responsible, attitudes toward residential short courses, and perceived adequacy of the educational preparation for public office. Findings imply that appointed city officials attach greater value to such activities than elected officials, but interest in general is strong, particularly in courses on fiscal policy and management. However, limited programs and travel requirements with attendant loss of time make courses unattractive. Officials prefer that the Florida League of Municipalities and the Florida State University System assume responsibility for education. Regional education centers might provide a connection between the local region and the campus. A longitudinal study of these respondents and an in

depth study of characteristics of participants and non-participants would be valuable, as would provision of experimental programs. The questionnaire is included. (ED 011 639)

## X. MILITARY

ON-DUTY EDUCATION, OFFICER AND FUNCTIONAL COURSES (IN CLASSROOMS IN THE MILITARY by Harold F. Clark and Harold Sloan. New York, Columbia University, 1964, pp. 43-63). Clark, Harold F. and Sloan, Harold S. 1964. 21p.

Abstract. Chapter outlines provisions for early officer training, including degree programs of the Naval Postgraduate School and the Air University; intermediate college programs of the respective armed services; and advanced sequences offered by the service war colleges (Army War College, Naval War College, Air University, Senior Marine Corps School and by the joint colleges Armed Forces Staff College, Industrial College of the Armed Forces) in high-level strategy and policy-making. Five charts depict general classification, courses offered under selected classifications, and areas of instruction in selected courses. (AC 001 433)

REPORT OF CORNELL'S PRESIDENTIAL COMMISSION ON MILITARY TRAINING. In School and Society; v97 n2317 p235-239, April 1969. (AC 004 827)

MANPOWER DEVELOPMENT AND TRAINING IN CORRECTIONAL PROGRAMS. MDTA EXPERIMENTAL AND DEMONSTRATION FINDINGS, NO. 3. United States Dept. of Labor, Washington, D.C. Manpower Administration. 1968. 189p. EDRS PRICE MF-\$0.75, HC-\$9.55.

Abstract. Four conferences on manpower development and training in correctional institutions were sponsored by the Manpower Administration to bring together the basic groups of people charged with responsibility in prisoner rehabilitation and to disseminate to them the significant results of experimental, demonstration, and research projects engaged in pre-release manpower training for prisoners. The full report of the first conference plus significant sections of the three later conferences are reprinted here as part of the series of monographs on manpower development and training experimental and demonstration findings published by the Manpower Administration. The conferences were also designed to reach decision makers at state and local levels who would have to coordinate their activities to implement the projected National Pilot Program of Prison Inmate Training under Section 251 of the Manpower Development and Training Act. (ED 024 790)

EMPLOYEE TRAINING AND DEVELOPMENT; A STUDY OF TRAINING OPERATIONS UNDER THE GOVERNMENT EMPLOYEES TRAINING ACT OF 19 8, WITH SPECIAL REFERENCE TO THE DEPARTMENT OF THE NAVY, 1958-1962. Decker, Camille E. The American Univ., Washington, D.C. Ph.D. Thesis. 1963. 289p. University Microfilms (Order No. 64-2721, Mf-\$3.75, Xerography \$13.05).

**Abstract.** Employee training operations in the Department of the Navy were analyzed and appraised, with emphasis on the years 1958-1962, when training activities under the Government Employees Training Act (Public Law 85-507) were being inaugurated. Basic concepts of public personnel administration were summarized, early legislative efforts in support of training were reviewed, and a brief legislative history of the Act was developed. Interviews with key Navy Department personnel, literature on public personnel administration and employee training, and the author's own experience were among the sources of data. Training for such groups as apprentices, management interns, and student trainees in science and engineering, including opportunities for professional and specialist continuing education, was being provided through government and non-government facilities. Conclusions were discussed in terms of needed improvements in such areas as trainee evaluation and followup, study of retention of employees trained, analysis of attrition during training, and attention to difficulties arising from the Act itself.

**ABC'S FOR THE AMERICAN ENLISTED MAN: THE ARMY POST SCHOOL SYSTEM, 1866-1898; THE CENTURY OF HOPE IV.** White, Bruce. In *Historical Education Quarterly*, v8 n4 p479-496, Winter 1968. (AC 004 834)

**AN ANALYSIS OF THE ARMY OFFICER STUDENT.** Fullerton, Leroy Robert. George Washington Univ., Washington, D.C. Ed.D. Thesis. 1967. 155p. University Microfilms (Order No. 67-15,930, MF-\$3.00, Xerography \$7.20).

**Abstract.** This study evaluated the advantages of formal higher education in establishing a second career for retired Army officers. Primary sources of data were Army officer students and recently retired officers. These were among the conclusions: (1) high response to the survey showed interest in, and career-related importance attached to, higher education; (2) 94% of students and 68% of retirees have baccalaureate degrees; (3) most students are seeking master's and doctoral degrees; (4) advancement in rank is correlated with educational attainment; (5) military schooling for students, based on rank and longevity, is very high; (6) academic education and professional education are closely interrelated; (7) reported incomes of retirees are high (over \$10,000 for the majority); (8) direct application, service friends, resumes, and contacts on the job were used by retirees to find positions; (9) counseling and guidance service is inadequate for both students and retirees; (10) there are ample opportunities within the Army for virtually every career officer to continue; (11) satisfaction, challenge, and prestige rank with financial considerations in the choice of new careers; (12) restrictions imposed by the Dual Compensation Act have a damaging effect.

A COMPARISON OF BEHAVIOR STYLES BETWEEN ENTERING AND GRADUATING STUDENTS IN OFFICER CANDIDATE SCHOOL. Petersen, Peter Barron. George Washington Univ., Washington, D.C. M.B.A. Thesis. February 1967. 153p. University Microfilms (Order No. M-1282, MF-\$3.00, Xerography \$7.20).

Abstract. This study is a comparison of the average behavioral styles between a group of entering and graduating students in an army officer candidate school. The instrument used is the Job Analysis and Interest Measurement. There is a significant difference in the mean scores between entering ( $n = 561$ ) and graduating ( $n = 319$ ) students in four pre-chosen comparisons established by four hypotheses. Entering students compared with graduating students place a higher value on the approval from others. In the three scales considered by the other hypotheses, the mean graduating students' scores are higher than the entering students' scores. This indicates that: Graduating students as compared with entering students tend to be more self-assertive, are more likely to be persuasive leaders, and are more prone to like supervisory activities.

OFFICER TRAINING AND SPECIALIZED EDUCATION (In EDUCATION IN THE ARMED FORCES, by James C. Shelburne and Kenneth J. Groves. New York, Center for Applied Research in Education, Inc., 1967/49-81). Shelburne, James C. and Groves, Kenneth J. 1967. 33p. EDRS PRICE MF-\$0.25 HC-\$1.75.

Abstract. Part of a larger survey of education in the armed forces, this chapter describes officer commissioning programs (including direct commissioning of auxiliary specialists) and provisions for specialized development and collateral training of officers in each of the armed services. Principal subjects and skill areas, numbers of enrollees and graduates, operating costs, expenditures per capita, and training activities are indicated for the five service academies, together with data on aviation cadet programs, Reserve Officer Training Corps activities, and the Officer Candidate Schools. Programs of specialized training and higher education through the Naval Postgraduate School, the Air Force Institute of Technology, and other military and civilian institution are viewed in the context of the commissioned occupational structure. Representative kinds of collateral (supplemental and sub-specialized) training are also noted. The document includes nine tables, 47 footnotes, and major categories of occupations for Army, Navy, and Air Force officers. (ED 016 892)

EDUCATION FOR POLICY ROLES: AN ANALYSIS OF LECTURERS AND READING MATERIALS AT SELECTED WAR COLLEGES. Crawford, Elisabeth T. Bureau of Social Science Research, Inc., Washington, D.C. 17p. Clearinghouse for Federal Scientific and Technical Information (AD-669-840, MF-\$0.65, HC-\$3.00). Presented at the Annual Meeting of the American Sociological Association, August, 1967, San Francisco, Calif.

**Abstract.** Analyses of biographical data on the 851 lecturers at three senior service (war) colleges in 1964-1965 and the topics of their lectures provide the basis for a discussion of how these institutions perform the function of education higher military officers for policy roles. The colleges studied were: the National War College, the Industrial College of the Armed Forces, and the Air War College. The lecturers split into three groups, roughly equal in size: military, civilian government, and university. Analysis of their positions, academic affiliations, and a check on whether or not they figured in such biographical sources as "Who's Who in America" showed that prominence of position and, in the case of academic institutions, prestige of affiliation, were major criteria in their selection. Both in lectures and reading lists, descriptive materials, often of a journalistic type, were found to dominate over theoretical discussions or those based on the results of empirical research. These and other findings suggest that the primary function of the colleges is socialization into foreign and military policy elites.

**THE EFFECT OF INTRINSIC AND EXTRINSIC REINFORCEMENT CONTINGENCIES ON LEARNER PERFORMANCE.** Sullivan, Howard J. and others. Aerospace Medical Research Laboratories, Wright-Patterson AFB. Sept 1966. 14p. Clearinghouse for Federal Scientific and Technical Information (AD-647-273, MF-\$0.65, HC-\$3.00)

**Abstract.** A text was studied by 76 AFROTC Cadets for four 50-minute class periods over two weeks. Unit-mastery tests of 12 multiple-choice items were administered at 11 points throughout the text. Half of the subjects did not know if their responses were correct while the other half used chemically-treated answer sheets which immediately indicated a correct answer. All took a 100 item multiple-choice test 2 days after the final instruction period. Half of the subjects in each group were assured payment of \$2.50 for participation in the study. Each student in the other half was to be paid \$4.00 if he scored 80% correct and nothing if he scored below 50%. Students using the chemically treated answer sheets completed the study of the test in less time and appeared to depend on the mastery tests for additional instruction. They performed poorly on the unit-mastery tests, but on the final criterion test none of the groups differed significantly. Complex factors must be considered in specifying optimal conditions of reinforcement and incentives.

**POWER AND AFFECTIVITY IN THE SOCIALIZATION OF AIR FORCE ROTC CADETS.** Potter, Helen R. New Mexico Univ., Albuquerque. 1968. 41p. Clearinghouse for Federal Scientific and Technical Information (AD-676-285, MF-\$.65, HC-\$3.00). Report on "Influence of a Campus Environment on Student Commitment to a Paramilitary Organization."

**Abstract.** This study examined differences in the extent to which Air Force Reserve Officers Training Corps (ROTC) cadets become committed to a favorable attitude toward service in the Air Force and committed to an active role in ROTC before being commissioned. Commitment was postulated to result from anticipatory socialization whereby cadets can adopt behavior suiting the role of an Air Force officer. It was hypothesized that adoption depends on power (a cadet's susceptibility to ROTC influence during his first freshman semester) and on affectivity (initial favorable attitude toward the Air Force as a future employer). Power affected commitment more than affectivity did. Cadets initially scoring high on power were more likely to remain in ROTC beyond the freshman year, achieve high rank in ROTC, increase social involvement in ROTC, and increase in their affectivity during four years. Above a certain threshold of power, cadets scoring high on affectivity either maintained high social involvement with ROTC from the beginning or increased it over the four years. (Three tables and ten references are included.)

## XI. SOCIAL WORK

A THREE YEAR PROJECT OF TRAINING OF SOCIAL WORKERS IN PARENT GROUP EDUCATION LEADERSHIP, 1963-1964-1965. TERMINAL PROGRESS REPORT.

Child Study Asso. of America Inc., New York, N.Y. National Institute of Mental Health, Bethesda, Md. 1965. 76p. EDRS PRICE MF-\$0.50, HC-\$3.90.

**Abstract.** The three year project which trained social caseworkers for Parent Group Education Leadership was sponsored by the Child Study Association (responsible for training), and the Family Service Association of America which acted as an intermediary between various family agencies involved. The first year three-week training session emphasized the psychology of stages of development, while the second year emphasized discipline and Anna Freud's concept of transitional habits and objects. Trainees, parent groups, and agency administrators completed background, attitude, personality, and rating forms to continuously evaluate program and trainee progress. Various media were used to interest parents in classes. Participating parents felt positively about the class experience, and low income groups seemed to profit the most. Analysis of trainee testing data suggest that those who had the highest final rating were those who seemed to have changed the least during the training process. The majority of social agencies felt that parent education would remain a permanent part of the agency. (ENABLE, a low income parent education program and outgrowth of this project, is described.) (ED 024 862)

LEARNING THROUGH GROUP EXPERIENCE. Ottaway, A. K. C. 1966. 186p. Available from International Library of Sociology and Social Reconstruction, Routledge & Kegan Paul Limited, Broadway House, 68-74 Carter Lane, London, E.C.4. (25s).

**Abstract.** This book recounts experiments with small groups of social workers and teachers who came together in order to improve their understanding of human relations and personality development. The technique employed can be called non-directive tutoring, and is a type of group-centered discussion. The role of the leader is to clarify and interpret what is happening in the group rather than to direct its content. An account is given of how the group process starts and develops and how the members move toward deeper personal involvement. The changes in the group culture are illustrated by reports of group sessions, including members' personal statements of their experiences. It is shown that such groups provide a form of learning which enables their members to gain a better understanding of themselves and their relations to other people. The group work, though for normal people, is found to have a therapeutic aspect and the type of insight into human behavior so gained is a

special feature of this method. (There is a bibliography and a list of books in the International Library of Sociology and Social Reconstruction.) (AC 003 130)

TOWARDS A MORE INFORMED BOARD. Draper, James A. In Continuous Learning, v8 n1 p5-11, Jan-Feb 1969.

Abstract. The question initiated is "What are the individual roles of the government and private agencies in welfare services today?" The answer must come from a consideration of what each is most suited to do. With private agencies the board of directors have the responsibility of identifying the role of the agency. Thus, continuing education for private welfare agency board members is vital for the intelligent and effective functioning of these organizations. (AC 003 794)

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